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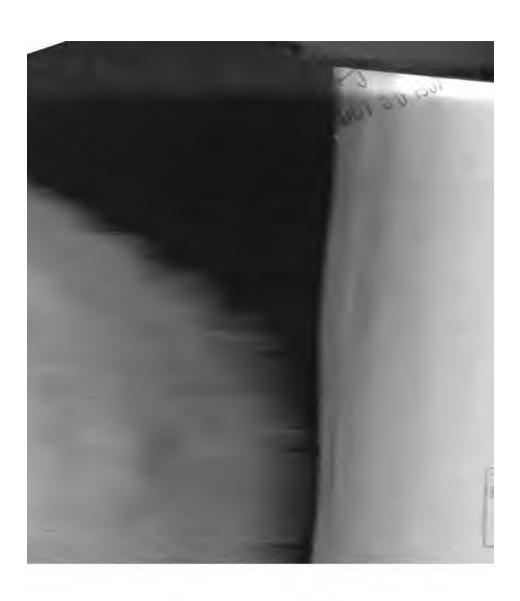


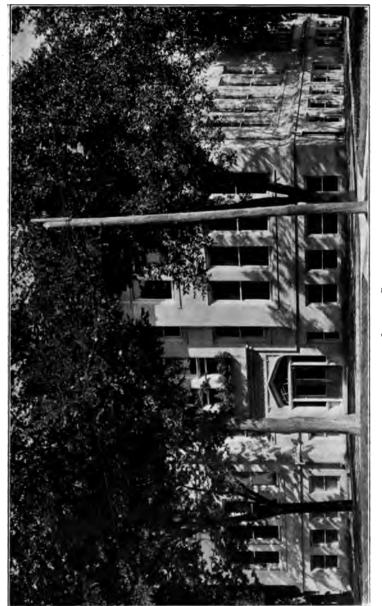




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ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WISCONSIN



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MADISON, WISCONSIN



DIRECTORY.

BOARD MEETINGS.

Regular meeting of the Board—First Tuesday of each month, at 7:30 P. M., Rooms Board of Education, 115 N. Carroll St.

SUPERINTENDENT.

Office of Superintendent—115 N. Carroll St. Office hours, from 8 to 9 A. M.

SCHOOL SESSIONS.

High School—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Longfellow School—From 9:00 A. M. to 12 M., and from 1:30 to 3:30 P. M. Hawthorne School—From 9:00 A. M. to 12 M., and from 1:30 to 3:30 P. M.

SCHOOL CALENDAR-1905-1906.

FALL TERM-

Opens Tuesday, September 11, and closes Friday, December 22.

WINTER TERM-

Opens Monday, January 8, and closes Friday March 30. Spring Term—

Opens Monday, April 9, and closes Friday, June 15.



BOARD OF EDUCATION.

1905.

OFFICERS.

Anthony DonovanPresident
O. S. NORSMAN
WM. HELMTreasurer
R. B. DudgeonSuperintendent
MEMBERS.
Term Expires.
WM. HELM 140 West Gilman1905
ANTHONY DONOVAN 430 West Doty1905
O. S. NORSMAN 515 North Henry1906
J. T. W. JENNINGS 1520 Arlington Place, U. H 1906
FRANK ALFORD 25 West Dayton1907
GEORGE KRONCKE 1021 Rutledge1907
MAYOR W. D. CURTIS 1102 Spaight Ex-officio
ALD. Jos. C. SCHUBERT 1025 East GorhamEx-officio

COMMITTEES.

STANDING.

Teachers	Donovan,	HELM, KRONCKE.
Course of Study	JENNINGS,	DONOVAN, KRONCKE.
Finance	KRONCKE,	ALFORD, CURTIS.
Supplies	NORSMAN,	SCHUBERT, JENNINGS.
Buildings	ALFORD,	SCHUBERT, CURTIS,
	Kronck	E. JENNINGS.

VISITING.

High School	Donovan, Jennings.
Washintgon School	CURTIS, HELM.
Lincoln School	HELM, JENNINGS.
Brayton School	KRONCKE, ALFORD.
Doty School	KRONCKE, DONOVAN.
Draper School	JENNINGS, NORSMAN.
Marquette School	SCHUBERT, CURTIS.
Lapham School	ALFORD, HELM.
Hawthorne School	NORSMAN, SCHUBERT.
Longfellow School	DONOVAN, NORSMAN.



CITIZENS' VISITING COMMITTEES.

Ніси **S**сноог:-

PROF. D. B. FRANKENBURGER, Chairman.

PROF. E. B. SKINNER.

MRS. JOHN AYLWARD,

PROF. A. R. HOHLFELD,

PROF. E. R. MAURER,

REV. A. W. STALKER.

MRS. JAMES VAN SLYKE,

MISS ABBIE MAYHEW

MISS ELSBETH VEERHUSEN,

MRS. O. D. BRANDENBURG, MRS. CHAS. S. SLICHTER.

GRAMMAR GRADES:-

MRS. F. A. GILMORE, Chairman.

MRS. LESLIE ADAMS,

MRS. LOUIS CLAUDE.

MRS. L. R. HEAD.

MRS. C. H. TENNEY,

MRS. H. H. RATCLIFF.

MRS. C. E. WHELAN,

MRS. C. A. HARPER,

MRS. C. P. CARY,

MRS. C. M. CONRADSON,

MRS. W. D. CURTIS.

PRIMARY GRADES:-

MRS. M. V. O'SHEA, Chairman.

MRS. S. A. BRANT,

MRS. B. B. WILBER.

MRS. R. E. REPLINGER,

MRS. C. M. LEARY,

MRS. LOUIS SUMNER.

MRS. F. CRANEFIELD.

MISS FLORA DOTY,

MRS. B. D. WAITE,

MRS. F. W. MEISNEST.

MISS MARTHA DODGE,

MRS. GEO. E. HUNT,

Mrs. A. G. Schmedeman.

DEPARTMENT OF INSTRUCTION.

1904-1905.

HIGH SC	HOOL.	
J. H. Hutchison, Principal	Physics.	
ANNA B. MOSELEY	Latin.	
SUE TULLIS	Latin.	
MARY McGovern	English Literature.	
FLORA C. MOSELEY	English Literature.	
SARA D. JENKINS	English.	
MARY H. STICKEL	English.	
HARRIET E. CLARK	Rhetoricals.	
IRMA M. KLEINPELL	German.	
W. H. HEIN	German.	
CAROLINE M. YOUNG	German.	
JULIA E. MURPHY	History.	
EDNA R. CHYNOWETH	History.	
H. A. Schofield	History.	
BERTHA H. PREUSS	History.	
WINNIE C. WARNING		
A. Otterson		
OSMUND M. JORSTAD		
GRACE E. LEE		
WILLIS R. MORTON		
ALETTA F. DEAN		
AUGUST GROSSMAN		
MARIE McCLERNAN	Greek.	
ALL SCH	OOLS.	
HERMAN E. OWEN	Music.	
IDA M. CRAVATH	Drawing.	
FRANK R. FROEHLICH	Manual Training.	
SPECIAL TEACHERS.		
STELLA NELSON	Prima andos	
LUCY M. CANTWELL	Gram dry Granes.	
LUCY M. CANTWELL	Mar Grader.	
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Madison Public Schools.

GEORGE WASHINGTON SCHOOL (First Ward).

MARY L. EDGAB, Principal. Eighth Grade.
CECELIA O. KAVANAGH. Seventh Grade.
ROSETTA BLAZER Sixth Grade.
RENETTE JONES Fifth Grade.
CHRISTINE BANDLI FOURTH Grade.
LYLA A. RANSOM. Third Grade.
FLORENCE NELSON Second Grade.
ADDIE I. SUTHERLAND FIRST Grade.
ELLA LABKIN FIRST and Second Grades.
IVA BROWN Kindergarten.
FLORENCE LYON KINDERGARD.

ABRAHAM LINCOLN SCHOOL (Second Ward).

MARGARET A. FORAN, Principal. Seventh and Eighth Grades.

EMMA H. VAN BERGH....... Fifth and Sixth Grades.

ELIZABETH M. HERFURTH.... Fourth Grade.

EMMA G. HYLAND..... Third Grade.

EMMA SNYDER Second Grade.

PAULINE SHEPARD First Grade.

LOUISA M. BRAYTON SCHOOL (Third Ward).

MARY O'KEEFE, Principal. Eighth Grade.

ALICE PARSONS Seventh Grade.

FANNY CRAWFORD Sixth Grade.

ZILLA E. WISWALL Fifth Grade.

CAROLINE A. HARPER FOURTH Grade.

ELLA C. HEILIGER Third Grade.

GRACE VAN BERGH Second Grade.

JENNIE M. WILLIAMS First Grade.

JAMES D. DOTY SCHOOL (Fourth Ward).

LYMAN C. DRAPER SCHOOL (Fifth Ward).

ADELINE MARVIN, Principal... Eighth Grade.

MARTHA K. RILEY.... Seventh Grade.

HERMIE MARTIN Sixth Grade.

MARGARET BONING Fifth Grade

MARCELLA FOLEY Fourth Grade. ALICE O. EKERN Third Grade. IRMA B. WISWALL Second Grade. CLARE DENGLER First Grade.
JACQUES MARQUETTE SCHOOL (Sixth Ward).
KATE H. FEENEY, Principal. Eighth Grade. ALICE S. GODFROY. Seventh Grade. KJISTEN OLSON Sixth Grade. MAMIE RILEY Fifth Grade. LOUISE ZIMMERMAN FOURTH Grade. CARRIE HUGGINS Third Grade. EMMA R. SCHERMERHORN Second Grade. ELIZABETH J. GRAHAM. First Grade.
WASHINGTON IRVING SCHOOL (New Sixth).
EMILY PARSONS, Principal Fifth and Sixth Grades. STELLA B. VAIL Third and Fourth Grades. M. ETHEL BROWN First and Second Grades. EMILY McConnell Kindergarten. MARIE M. REDEL Kindergarten Assistant.
INCREASE A. LATHAM SCHOOL (Seventh Ward).
MAY ISABEL KAY, Principal. Eighth Grade. RUTH L. PRESTON. Sixth and Seventh Grades. GRACE B. BEWICK. Fourth and Fifth Grades. MAYME E. CASEY. Second and Third Grades. EDITH A. GLANVILLE. First Grade. KATHERINE FLEMING Kindergarten.
HENRY W. LONGFELLOW SCHOOL (Ninth Ward).
SADIE E. GALLAGHER, Principal. Fourth and Fifth Grades MARGARET E. CUMMINGS Third Grade. NORA R. CULLIGAN Second Grade. NORA L. McKee First Grade.
NATHANIEL HAWTHORNE SCHOOL (Vortheast District)
THERESA ARCHIBALD, Principal. Fifth and Sixth Grades. JENNIE E. NEEVEL
WINGRA PARK SCHOOL (Touth Word). ANABEL BUCHANAN First And Second Grades.



DEPARTMENT OF INSTRUCTION.

1905-1906.

R. B. DUDGEON......Superintendent HIGH SCHOOL. J. H. HUTCHISON, Principal.... Physics. ANNA B. MOSELEY..... Latin. SUE TULLIS Latin. MARY McGovern English Literature. FLORA C. MOSELEY..... English Literature. SARA D. JENKINS..... English. HELEN G. ANDREWS..... English. HARRIET E. CLARK..... Rhetoricals. IRMA M. KLEINPELL..... German. CAROLINE M. YOUNG..... German. JULIA E. MURPHY..... History. EDNA R. CHYNOWETH..... History. WILL V. POOLEY..... History. BERTHA H. PREUSS..... History. WINNIE C. WARNING..... Mathematics. A. Otterson Mathematics. AUGUST GROSSMAN Algebra. ALETTA F. DEAN..... Science. INA ZILISCH..... Science. JOSEPH H. BAKER..... Science. MARIE McCLERNAN Greek. FRANK R. FROEHLICH..... Mechanical Drawing. ALL SCHOOLS. IDA M. CRAVATH..... Drawing. HANNAH CUNDIFF Music. ELIZABETH C. LANGE...... Domestic Economy. FRANK R. FROEHLICH...... Manual Training. SPECIAL TEACHERS. STELLA NELSON Primary Grades. GRACE M. KEIR..... Grammar Grades. GEORGE WASHINGTON SCHOOL (First Ward). MARY L. EDGAR, Principal Eighth Grade. CECELIA O. KAVANAGH...... Seventh Grade. ROSETTA BLAZER Sixth Grade.

TRIGA A. HOLLAND. RENETTE JONES CHRISTINE BANDLI HAZEL DOYLE FLORENCE NELSON ADDIE I. SUTHERLAND. ELLA LARKIN CHARLOTTE B. NORTON HELEN G. ROSS.	Fifth Grade. Fourth Grade. Third Grade. Second Grade. First Grade. First and Second Grades. Kindergarten.
ABRAHAM LINCOLN SC	HOOL (Second Ward).
JESSIE M. BOWERS, Principal EMMA H. VAN BEROH ELIZABETH M. HERFURTH EMMA G. HYLAND EMMA SNYDER PAULINE SHEPARD	Fifth and Sixth Grades. Fourth Grade. Third Grade. Second Grade.
LOUISA M. BRAYTON S	CHOOL (Third Ward).
MARY O'KEEFE, Principal. ALICE PARSONS FANNY CRAWFORD ZILLA E. WISWALL CAROLINE A. HARPER ELLA C. HEILIGER. GRACE VAN BERGH JENNIE M. WILLIAMS.	Seventh Grade. Sixth Grade. Fifth Grade. Fourth Grade. Third Grade. Second Grade.
JAMES D. DOTY SCHO	OOL (Fourth Ward).
THERESA G. COSGROVE, Principal. THEDA CARTER EMMA E. QUIRK	Fifth and Sixth Grades. Third and Fourth Grades.
LYMAN C. DRAPER SC	HOOL (Fifth Ward).
ADELINE MARVIN, Principal MARTHA K. RILEY HERMIE MARTIN ELGA M. SHEARER KATE BILLINGTON ALICE O. EKERN IRMA B. WISWALL CLARE DENGLER	Seventh Grade. Sixth Grade. Fifth Grade. Fourth Grade. Third Grade. Second Grade.
JACQUES MARQUETTE S	
KATE H. FEENEY, Principal	Eighth Grade.

ALICE S. GODFROY..... Seventh Grade.

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Madison Public Schools.

MAMIE RILEY	Sixth Grade.
JOSIE McDERMOTT	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
CARRIE HUGGINS	Third Grade.
EMMA R. SCHERMERHORN	Second Grade.
ELIZABETH J. GRAHAM	First Grade.
WARWINGMON INWING	

WASHINGTON IRVING SCHOOL (New Sixth).

EMILY PARSONS, Principal	Filth and Sixth Grades.
MAYME L. McMahon	Fourth Grade.
LIDA LESSIG	Third Grade.
LIDA E. BRIDGMAN	Second Grade.
M. ETHEL BROWN	First Grade.
EMILY McConnell	Kindergarten.
Elsie Thom	Kindergarten Assistant.

INCREASE A. LATHAM SCHOOL (Seventh Ward).

MAY ISABEL KAY, Principal	Eighth Grade.
ELIZABETH DUNLOP	Sixth and Seventh Grades.
GRACE B. BEWICK	Fourth and Fifth Grades.
MAYME E. CASEY	Second and Third Grades.
EDITH A. GLANVILLE	First Grade.
KATHERINE FLEMING	Kindergarten.
FLORENCE LYON	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL (Ninth Ward).

SADIE E. GALLAGHER, Principal.	Fourth and Fifth Grades.
MARGARET E. CUMMINGS	Third Grade.
NORA R. CULLIGAN	Second Grade.
NORA L. MCKEE	First Grade.

NATHANIEL HAWTHORNE SCHOOL (Northeast District).

Theresa Archibald, Principal	Sixth and Seventh Grades.
LUCY M. CANTWELL	Fifth Grade.
JENNIE E. NEEVEL	Fourth Grade.
KATHRYN DEUTSCH	Third Grade.
ELIZABETH HUGHES	Second Grade.
MILDRED LOCKWOOD	First and Second Grades.
VELMER PRATT	First Grade.

WINGRA PARK SCHOOL (Tenth Ward).

ANABEL BUCHANAN First and Second Grades.

CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education of the City of Madison, from July 1st, 1904, to June 30th, 1905.

Receipts.

Balance on hand July 1, 1904	\$5,009	77
State apportionment, school fund	11,179	84
City school tax	50,000	00
County school tax	10,427	00
Town of Blooming Grove, joint district tax	2,096	23
Tuition collected	. 656	00
Rents collected	1,229	15
Interest on deposits	334	81
School building bonds	25.719	14
Temporary loan from Capital City Bank	32,500	00
Miscellaneous receipts	89	43
	\$139,241	37

Expenditures.

Apparatus and library	\$ 243	26
Miscellaneous supplies	3.268	83
Miscellaneous repairs	3.514	56
Janitors and labor	5.564	34
Fuel	6,390	03
Furniture	199	79
Clerk's salary and census	300	00
Free text books	248	33
Printing	281	60
Payment to Cass Gilbert, architect's services	1,000	00
Payment on Tenth ward school house site	500	00
J. O. Gordon, architect's services	25	00
Cement walks, grading. etc	614	55
Insurance	180	00
Irving school building	25,708	77



Madison Public Schools.

Hawthorne school addition	200	00
Temporary loans repaid	32,500	00
Interest on temporary loans	139	86
Macadam and other taxes paid	555	15
Rent paid	465	00
Teachers' wages and superintendence	53,594	73
Balance on hand July 1, 1905	3,747	5,7

\$139,241 37

O. S. NORSMAN, Clerk.

TREASURER'S REPORT.

RECEIPTS AND DISBURSEMENTS—JULY 1, 1904, TO JUNE 30. 1905.

Receipts.

		ziccopie.		
190	4.			
July	1.	To balance on hand	\$5,009	77
July	30.	From J. P. Mallett, rent	160	00
July	31.	From Capital City Bank, interest	9	64
Aug.	3.	From W. J. Anderson, rent	30	00
Aug.	3.	From Mrs. Wiric, rent	8	00
Aug.	31.	From Capital City Bank, interest	4	54
Sept.	9.	From W. J. Anderson, rent	40	00
Sept.	9.	From Mrs. Wiric, rent	8	00
Sept.	10.	From Capital City Bank, loan	5,000	00
Sept.	30.	From M. J. Gay, rent	45	00
Sept.	3 0.	From Capital City Bank, interest	2	02
Oct.	6.	From Capital City Bank, loan	10,000	00
Oct.	7.	From W. J. Anderson, rent	40	00
Oct.	7.	From Mrs. Wiric, rent	8	00
Oct.	7.	From Mrs. Jones. rent	21	00
Oct.	8.	From J. P. Mallett, rent	120	00
Oct.	31.	From City Treasurer, bonds sold	25.719	14
Oct.	31.	From Capital City Bank	3	42
· Nov.	1.	From W. J. Anderson, rent	40	00
Nov.	2.	From Harriet Clark, cancel warrant	84	48
Nov.	25 .	From Capital City Bank, loan	9,000	00
Nov.	30.	From Capital City Bank, interest	17	18
Dec.	3.	From W. J. Anderson, rent	40	00
Dec.	3.	From Mrs. Wiric rent	8	00
Dec.	3.	From Mrs. Jones, rent	7	00
Dec.	3.	From Wisconsin Tel. Co., pole rent	6	00
Dec.	9.	From Capital City Bank, loan	2,000	00
Dec.	17.	From Capital City Bank, loan	6,000	00
Dec.	27.	From Capital City Bank, loan	500	00
Dec.	31.	From Capital City Bank, interest		87
190	5.			
Jan.	2.	From R. B. Dudgeon, tuitions collected	260	00
Jan.	3.	From City Treasurer, part school tax.	20 000	00
Jan.	19.	From City Treasurer, part school tax.	20,000	00
Jan.	25.	From W. J. Anderson, rent	40	00

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Madison Public Schools.

Jan.	25.	From M. J. Gay, rent	45	00
Jan.	31.	From Capital City Bank, interest	23	37
Feb.	14.	From City Treasurer, bal. school tax.	20,427	00
Feb.	14.	From J. P. Mallett, rent	108	90
Feb.	27.	From County Treas., state apport'm't.	11,179	84
Feb.	28.	From Capital City Bank, interest	50	41
Mar.	24.	From W. J. Anderson, rent	80	00
Mar.	24.	From Mrs. Jones, rent	28	00
Mar.	29.	From Treas., Blooming Gr. jt. dist. tax	2,096	23
Mar.	31.	From Capital City Bank, interest	79	94
April	7.	From M. J. Gay, rent	45	00
April	7.	From Mrs. Wiric, rent	40	00
April	7.	From J. P. Mallett, rent	114	25
April	27.	From L. C. Haley, return premium	4	95
April	30.	From Capital City Bank, interest	66	28
May	20.	From M. J. Gay, rent	15	00
May	20.	From Lars. Jones, rent	14	00
May	20.	From Mrs. Wiric, rent	8	00
May	30.	From Capital City Bank, interest	50	42
June	23.	From J. P. Mallett, rent	80	00
June	23.	From Mrs. Jones, rent	14	00
June	24.	From Mrs. Wiric, rent	16	00
June	27.	From R. B. Dudgeon, tuitions collected	396	00
June	30.	From Capital City Bank, interest	26	72
			\$139,241	37
		Expenditures.		
		gate amount of the certificates of an-		
•	-	ations paid from July 1, 1904, to June		•
			\$ 135,493	
The b	alan	ce on hand July 1, 1905	3,747	57

WM. HELM, Treasurer.

\$139,241 37

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WASHINGTON SCHOOL.

SUPERINTENDENT'S REPORT.

To the Board of Education:

Gentlemen:—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1905. This will constitute the fiftieth report of the series, and the fourteenth by me.

SUMMARY OF STATISTICS.

Population of the city	24.301
Assessed valuation	\$20,323,899
Rate of taxation for all purposes	.013
Rate of taxation for city school purposes:	.0036

COST OF SCHOOLS.

Teachers	\$53,594	73
Incidentals	20,595	81
Sites, new buildings and furniture	27.633	56
Street macadam, cement walks and interest	1.169	70

SCHOOL CENSUS.

Number of children of school age in the city:

	1904.	1905.
First Ward	348	355
Second Ward	626	579
Third Ward	336	332
Fourth Ward	554	554
Fifth Ward	798	86 0
Sixth Ward	1.099	1,108
Seventh Ward	669	657
Eighth Ward	699	717
Ninth Ward	421	424
Tenth Ward	154	174
Joint School District, N. E	160	184
Total	5.864	5,944

Madison Public Schools.

ENROLLLMENT.

Number of children enrolled in the public so	hools:	
1	903-04.	1904-05.
High School	598	583
Washington School	503	533
Lincoln School	245	254
Brayton School	345	348
Doty School	213	191
Draper School	432	389
Marquette School	52 6	387
Irving School		190
Lapham School	220	247
Hawthorne School	214	209
Longfellow School	185	199
Wingra Park School	• • •	22
Total	3,481	3,552
Number of pupils in the different grades:	000.04	1004.05
Kindergarten	903-04.	1904-05.
First Grade	157	186
Second Grade	474 405	475 444
	408	417
Third Grade		
Fourth Grade	353	379
Fifth Grade	300	308
Sixth Grade	303	278
Seventh Grade	264	265
Eighth Grade	219	217
First Year, High School	210	196
Second Year, High School	159	181
Third Year, High School	138	111
Fourth Year, High School	91	95
Total	3,481	3,552
ATTENDANCE.		
1	903-04.	1904-05.
Per cent. enrolled	59	60
Average membership	3,052	3,113
Average daily attendance	2,871	2,917
Per cent. of attendance	94.5	94
Total days of attendance for year	517,928	532,396

Superintendent's Report.

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BUILDINGS.

	1903-04.	1904-05.
Number of buildings occupied	11	12
Number of regular school rooms	63	64
Number of recitation rooms used		18
Number of sittings for pupils		3,572
· · · · · · · · · · · · · · · · · · ·	0,200	0,012
TEACHERS.		
High School		22
Eighth Grade		
Seventh and Eighth Grades		
Seventh Grade		
Sixth and Seventh Grades		_
Sixth Grade		
Fifth and Sixth Grades		
Fifth Grade		
Fourth and Fifth Grades		
Fourth Grade		
Third and Fourth Grades		
Third Grade		
Second and Third Grades		
Second Grade		
First and Second Grades		
First Grade		• •
Kindergarten		
Kindergarten assistants		_
Special teacher Grammar Grade		
Special teacher Primary Grade		
Supervisor of Music		
Supervisor of Drawing		
Supervisor of Manual Training	•••••	1
Total		93
TEACHERS' REPORTS.		
Times teachers were tardy		207
Half days' absence		
Visits made to parents		
Visits made to sick pupils		
visite made to sick hahits	• • • • • • • • •	200
	•	

Madison Public Schools.

VISITS TO THE SCHOOLS.

Number by the superintendent	. 5	16
Number by members of the board	. 1	22
Number by parents	. 2,9	33
Number by others	. 2,8	99
AVERAGE AGE OF PUPILS.		
Upon graduating from High School, June 9, 1905: Boys		-
AVERAGE SALARIES.		
The average salary paid to men, not including the principal of High School and city superintendent,		
was	\$804	00
The average salary paid to women, not including		
kindergarten assistants	536	30
COST OF SCHOOLS:		
Cost of instruction in High School\$10	6,575	00
Cost of instruction in ward schools 33	3,244	73
Cost of supervision	3.775	00
Cost of incidentals 20	0, 59 5	81
Cost per pupil in High School for instruction:		
Upon number enrolled	28	43
Upon average membership	29	03
Upon average attendance	36	87
Cost per pupil in the ward schools for instruction:		
Upon number enrolled	¹ 11	19
Upon average membership	13	07
Upon average attendance	13	87
Cost per pupil in all schools for instruction:		
Upon number enrolled	14	03
Upon average membership	16	00
Upon average attendance	17	08
Cost per pupil in all schools for supervision:		
Upon number enrolled		06
Upon average membership		21
Upon average attendance	1	29
Cost per pupil in all schools for incidentals:		
Upon number enrolled		80
Upon average membership		61
Upon average attendance	7	06

Superintendent's Report.

Total	cost	per	pupil	for	tuition,	supervision,	and
	incid	ental	s:				

Upon number	enrolled	20	88
Upon average	membership	23	83
Upon average	attendance	25	43

In estimating the cost per pupil the salaries of principals, kindergarten, manual training, and regular teachers are included in the term instruction; the salaries of the superintendent and the supervisors of music and drawing are included in the term supervision; the term incidentals covers all other current expenses of the schools, including all miscellaneous repairs but not the cost of sites, new buildings, or permanent improvements.

STATISTICS.

The enumeration of children of school age in the city at the close of the year gave 2,996 boys and 2,948 girls, making a total school population of 5,944. This is an increase for the year of 80.

The whole number of pupils enrolled for the year was 3,552, of which number 1,779 were boys and 1,773 girls. This is an increase over last year of 75 boys and a decrease of 7 in the number of girls, making a net increase over last year of 68. The average daily membership was 3,113, an increase of 61 over the preceding year. The average daily attendance was 2,916, an increase of 45 over the preceding year.

The number enrolled was 60 per cent of the school population. The pupils were distributed

among the grades as follows: Kindergarten 186, or 4.8 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,715, or 48.2; grammar grades,—fifth, sixth, seventh and eighth,—1,068, or 30.6 per cent; high school 583, or 16.4 per cent.

The regular work of the school was carried on by eighty-five teachers, twenty-two in the high school and sixty-three in the grades. In addition to these three special teachers were employed to supervise the work in music, drawing, and manual training, two to assist in the grades, and three to assist in the kindergartens, making the total number of teachers employed ninety-three.

In the grades the average number of pupils to each teacher, based on the enrollment, was forty-seven; based on the average attendance, was thirty-nine. In the high school the number to each teacher, based on the enrollment, was twenty-six; based on the average attendance, was twenty-four.

GENERAL STATISTICS.

In the discussions on school matters during the past year inquiries were made in regard to the cost of high school buildings in other cities, the amount of money expended annually for the support of schools, and the rate of taxation in Madison as compared with that of other cities. Some data in regard to these matters were gathered and are here inserted as matters of record.

Rate of Taxation in Cities of Wisconsin, Having a Population of 10,000 or Over.

CITIES.	Population 1900.	Assessed Valuation	Assessment Per Cent of Real Value	No. H. S. Pupils	Tax on \$1000 For Schools	Tax on \$1000 For All Purposes
Superior	31.091	\$13.224.000	100	420	\$13.15	\$39.60
Eau Claire			100	588	13,70	
	16, 195		75	248	35575	28.00
Ashland			100	350	9.20	
Manitowoe			85	194	5.23	18.80
Sheboygan			100	280	4.38	18.75
Racine	29,102	18,000,000	67	250	2.50	
Oshkosh		17,763,235	100	336	4.14	18.50
Beloit			65	325	9,70	18,40
La Crosse			100	345	4.10	18.00
Appleton			80	307	6.20	
Green Bay	18,684		80	396	123.5	17.15
Janesville	13, 185	8,959,795	100	389	5.00	
Fon du Lac			100	376	4.26	
Kenosha	11,606		100	214	5.00	
Madison	19,164		75	583	3.56	

Population and High School Attendance in the Largest Ten Cities in Wisconsin.

CITIES.	Population 1905.	High School Attend- ance.	
Milwaukee	312,945	2,222	
Superior	36,665	528	
Racine	32,384	460	
Oshkosh	30,574	277	
La Crosse	29,000	356	
Sheboygan	25,000	280	
Green Bay	22,844	394	
Eau Claire	18,714	598	
Fon du Lac	17,285	376	
Marinette	16,000	253	
Total	541,411	5,744	

Madison Public Schools.

The population of Madison by the census just taken is 24,301 and the high school attendance for the last year was 583. This means that in the largest ten cities of the state, exclusive of Madison, there was last year one high school pupil to every 94 inhabitants. In Madison there was one for every 42 inhabitants. This means that in Madison the high school attendance in proportion to the number of inhabitants is two and one-half times as great as the average attendance in the largest ten cities of the state. This indicates that Madison in proportion to her population is forced to furnish high school facilities to two and one-half times as many pupils as do other cities of the state. It is evident therefore that our people appreciate and take advantage of the educational facilities offered, and also that the educational needs of the city are unusually great and can be met only by the adoption of a broad and liberal policy toward the schools.

What Other High Schools Cost.

The following is a list of cities in which the standard of school requirements is about the same as is demanded in Madison. The cost includes general construction, mechanical equipment, working equipment, and architect's fees:

Cost.	Pupils Accom- modated.	Cost Per Pupil for Construc- tion.				
\$400,000	650	\$615				
	850	882				
	650	476				
278,000	504	552				
269,00 0	1000	269				
300,000	959	312				
405,000	1200	338				
410,000	1000	410				
422,000	1000	422				
260,000	1000	260				
250,000	1000	250				
	\$400,000 750,000 300,000 269,000 300,000 405,000 410,000 422,000 260,000	Cost. Accommodated. \$400,000 650 750,000 850 300,000 650 278,000 504 269,000 1000 300,000 959 405,000 1200 410,000 1000 422,000 1000 260,000 1000				

As will be seen by the above table, a new high school building for Madison, costing \$250,000, will entail a less expense per pupil for construction than similar accommodations in any of the ten cities cited.

SCHOOL ACCOMMODATIONS.

The Irving building was completed in March and four rooms were occupied at once. This building is well planned, ventilated, and lighted, and is very satisfactory from an architectural standpoint. These pleasant rooms with the conveniences afforded have been highly appreciated by the patrons of the school and greatly enjoyed by teachers and pupils. The addition to the Hawthorne building will meet the demands for additional school accommodations for the eastern section of the city and will give to this section one of the most convenient and desirable school buildings in the city. It is hoped that at least two rooms in the new building in the Tenth ward will be ready for occupancy during the fall.

This will furnish much needed accommodations for the children of the lower grades living in the western section of the city. The Irving building with the addition to the Hawthorne and the new building in the Tenth ward will provide fourteen new school rooms and two good rooms for manual training work in the elementary grades. In the construction of these buildings two old rooms were displaced, making a net gain for the school system during the year 1905 of twelve regular school rooms and two manual training rooms.

MANUAL TRAINING.

Industrial Work in Lower Grades.

During the past year in the grades below the seventh one hour each week was devoted to industrial exercises, which in the primary grades took the form of mat weaving, clay modeling, and paper cutting and folding, and in the intermediate grades the form of cord, reed, and rafia work. Although this work has been carried on in a small way it has been attended with encouraging results. These exercises afford a special training of the hands and fingers and give an excellent preparation for the whole range of multiplied activities incident to the individual life, the home duties, and the broad field of the world's industries.

Not only do these industrial exercises give a training which is of practical value, but they also have an influence on the mental development of the child. It is observed even among our own children that nimbleness of fingers and skill of hand are attended with a noticeable mental activity. The constant effort to devise and carry into effect new and untried movement causes structural changes in the motor and sensory areas and tends to specialize the functions of the individual nerve centers. It is through conscious effort and co-ordination of movements that the higher mental powers are developed and brought into action. It can therefore be said that the physical and mental powers must develop together; that bodily movements and brain activity have reciprocal relations; that hand training is really mind training.

The work along these industrial lines has been carried on by the regular teachers under the supervision of Miss Cravath. The regular teachers have given to this work their time and effort and have shown unusual efficiency in interesting and directing their pupils. In addition to her regular work in drawing Miss Cravath has been able to plan this hand work with intelligence, to keep both teachers and pupils interested, and to reach results that are satisfactory in a high degree. Provisions should be made for the continuance and enlargement of this work.

Bench Work.

Manual training in the line of wood bench work was introduced into the Madison schools through the generosity of Mr. T. E. Brittingham, who donated an outfit of benches and woodworking

tools for the equipment of a room in the Washington School. This room accommodates twenty-four pupils at two double and four single benches, each pupil having a complete set of carpenter tools which are of the best quality and modern in every way. Mr. Frank R. Froehlich was put in charge of the work and during the last part of the year all the boys of the seventh and eighth grades of the city were given instruction in bench work, each school having a regular hour and day each week. The boys have been deeply interested, the instruction has been efficient, and the results have fully justified the undertaking.

A pleasant and convenient room has been provided in the new Irving building for a second manual training department. When the equipment for this room is secured the instructor will divide his time between the two schools, and the boys from the northern and eastern portions of the city will be accommodated at a point more convenient than under the present arrangement. This room is very much needed and it is hoped that an equipment may be secured for use during the fall term.

DOMESTIC ECONOMY.

We are pleased to note that arrangements have been made to provide instruction in the different lines of domestic economy for the girls of the seventh and eighth grades of our schools. This will give the girls of these grades work in the lines of cooking and sewing while the boys of the same grades are taking the bench work. This will make a better adjustment of work between the boys and the girls and will give training which will be valuable in both a practical and an educational way.

The training in the lines of domestic economy is just as valuable and important for the girls as that of manual training for the boys. The scope of the work in its two phases, as an art and as a science, is very broad and can be related to almost every branch of study in the school curriculum. In speaking of the value and scope of this work Superintendent J. W. Swartz of Greenville says,—"Education for a girl to-day ought to be such as to give her the greatest happiness during the years of her life. Hers is very largely a realm of ministering to others, and to her we look for the raising of standards of the people about her. To the girl the study of the arts of domestic life and the correlated sciences have an educative value, as well as a practical side. The girls study domestic hygiene, physiology, clothing, climate, seasons, and other kindred subjects, thus opening to them an excellent and most useful body of information.

"The study of food materials affords an opportunity to weave in a certain amount of arithmetic and geography. In the work also time and attention must of necessity be given to heat and light, thus making real these portions of their work in physics. "They have a new use for their chemistry because of the vital connection of this study to their work in domestic science. Habits of neatness are required, thus developing a dignified self-respect. They are learning to apply much of their knowledge of foods to the planning of meals; of their drawing and painting to the making of artistic living rooms.

"A new thought concerning the work of the home is bound to spring up in the minds of those who take the work. They will be taught how to do the work, will be required to do a certain amount of the same, and will develop a new attitude toward the home work itself. Domestic economy founded on a right basis is not a fad, but a rational educational movement."

The board of education has been fortunate in securing Miss Elizabeth C. Lange to take charge of the work in domestic economy. She is especially qualified for this work by training, has had successful experience, and seems to possess the natural qualities needed to make the work successful.

WORK OF EDUCATIONAL DEPARTMENT OF THE WOMAN'S CLUB.

The introduction of manual training and domestic economy into our elementary grades has been made possible through the efforts of the Educational committee of the Woman's ('lub of our city. We wish here to express our appreciation of the benefits that have come to the schools and to the cause of education in general through the efforts of this committee.

Because the work of this committee in connection with the schools has been so broad in its scope and so closely related to the interests of the children and the community, a report of the year's work, prepared by the chairman, Mrs. Carolyn Porter, is here inserted in part, omitting those portions relating to manual training, domestic economy, and the Penny Provident Fund, which subjects are discussed in another place.

The members of this committee are Mrs. L. F. Porter, chairman, and Mesdames T. E. Brittingham, M. V. O'Shea, C. E. Buell, and Stephen Gilman. The lines of work receiving attention during the year were (1) Manual Training, (2) Domestic Economy, (3) Organized or Supervised Play on School Grounds, (4) Relative Value of Scientific and Classical Courses, (5) Penny Provident Fund, (6) Teachers' Receptions to Parents, (7) A Study of Local Landmarks. The work in manual training was done through a special committee consisting of Mesdames Brittingham, O'Shea, and Fox.

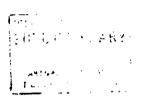
Organized Play.

The committee on organized or supervised play on the school grounds consists of Mrs. Reinsch, chairman, assisted by Mrs. Ratcliffe, Mrs. Morris, Mrs. Abaly, and Mrs. Dowling. These women were assisted in turn by seven or eight others, members of the club, who looked into the conditions at recess periods. Through the efforts of Mrs. Reinsch Mr. Angell of the department of gymnastics in the University was secured to give a week's instruction to the pupils and

teachers of the Brayton school, that school having asked the committee for help in improving conditions. This was a very happy and profitable week for children and teachers, and the teachers confessed that they felt much better for having been out of doors at recess periods. The women visiting the school grounds were unanimous in the opinion that too little space in each ward is given for play and that too much is utilized for grass plots and ornamental purposes. In a number of the schools the girls are driven to the sidewalks and gutters, where the chief diversion seems to be the pushing of each other on the stones. Some wards report that foul and profane language is heard on the grounds and in a number of schools a group of boys use the alleys for the smoking of cigarettes. The Brayton school and the Marquette school evinced the greatest interest in supervised games and plays at the intermissions. There is no supervision of grounds or closets at the recess periods. This was a discovery that astonished many of the committee. At the last meeting of the department, it was moved and carried that the work of organized play should be farther continued and that the supervision of children during intermissions should be brought to the attention of the board and ask them to make it a part of the school curriculum.

Study of the Relative Values of Classical and Scientific Courses.

The Department itself was found too large and too unwieldy to enter into a study of the late educational journals followed by discussions as first planned by the committee. However, it has been considered that a small group of women interested in such investigation may find pleasure and profit in a course of reading bearing on this subject. If sufficient interest is manifested the chairman will conduct such a course next year. In connection with this study, the committee has done some practical work in the way of inciting enthusiasm and a love for purely cultured study. Mrs. Proudfit took up the work for the higher grades and through her efforts Prof. Slaughter and his assistants have appeared before the high school and the eighth grades in the various wards, setting forth the advantages of classical pursuits. At the opening of the school year in September, Prof. C. F.





CORRIDOR, WASHINGTON SCHOOL.

Smith appeared before the high school pupils and gave them a talk upon the advantages in classical studies. A class of eleven began the study of Greek. There was no beginning class in this study the year before and eleven exceeds any number beginning the study in previous years. A far larger number also began the study of Latin. To those of us who have been intimate with the conditions existing at the high school and have known how utterly the cultural studies have been ignored, even scorned, we feel that the interest manifested by the higher grades, since the talks have been given, has been a real positive gain.

Mrs. O'Shea took the work for the lower grades and planned for the dramatization of the myths coming in the course of reading in the second grade. It is the natural tendency of all children to act out or play the experiences of which they hear. It is Nature's way of bringing to them an understanding of experiences a little beyond them. It was the use of this educational principal that Mrs. O'Shea sought to lay hold of in the presentation of these myths to the children. Miss Larkin of the second grade, Washington School, with the help of Mrs. O'Shea, dramatized several of the myths. It was most delightful to the children and brought them an appreciative understanding of the myth that could not have been gotten in any other way. In connection with this work, the committee planned that Miss Pitman should work out a series of talks to all teachers in the schools where the reading of the children was along the line of classical stories. Miss Pitman visited the Chicago schools where such work is carried on and has begun a plan for her talks, or more properly helps, for the teachers, but before her outlines were matured, it was deemed too late in the year to give the instruction desired by the committee. We hope to begin this work with Miss Pitman in charge another year and to enlarge the scope of this work.

Teacher's Receptions to Parents.

Teacher's receptions to parents were held in eight of the city schools. This is the largest number of schools holding receptions in one year since the movement was undertaken. Only those members of the club who have so kindly assisted in making these receptions a success can appreciate the far reaching influence and real value of these receptions.

Public School Art Association.

The Educational Department now has a fledgling who has left the nest and made for herself a new name and a new home in the world. I refer to the Public School Art Association. It is fitting that we should bring it to notice at this time because we have been somewhat criticised and because some regret has been expressed that she was allowed to leave the nest so soon. The work of the Art Department of the Educational Department has grown to such great proportions that it had to be divided among a great many committees, some being made entirely of women, none of whom were members of the club. The work being of such a nature and of such magnitude seemed to justify a separate organization. Is not the purpose of the Woman's Club rather to initiate movements than to maintain them? This particular child was schooled in her mission and then sent on her way to fulfill it. Let us not regret her departure but wish her God speed in carrying out the work given her to do.

THE PUBLIC SCHOOL ART ASSOCIATION.

One of the most important movements during the past school year was the organization of the Public School Art Association. The association is the outgrowth of the efforts of a few public spirited women belonging to the educational department of the Woman's Club of the city to beautify the school buildings of the city. is one of the most important movements connected with the schools and its value cannot be During the past three years overestimated. much has been done in the way of securing pictures and works of art for schools, and in making the surroundings of the children beautiful and attractive. The work assumed such proportions that it was deemed wise to organize an art association. Such an organization has been effected and was duly incorporated January 20, 1905. The incorporators were Arabelle S. Brandenburg, Mary C. Brittingham, Annie S. Brown, Annie W. Fox, Harriet F. E. O'Shea, Clara L. Proudfit, and Annie Swenson. The objects of the association are as follows: 1. The fostering of art education in the public schools of Madison. 2. The artistic improvement of public school buildings and their equipment. 3. The obtaining and holding in trust for the public schools of Madison works of art and the placing of the same in the various school buildings.

This work is important and far reaching in its effects. The influence of beautiful surroundings and good pictures on the character and lives of the children is coming to be better appreciated. Works of art not only add charm and interest to the school-room but have great influence in the moral and spiritual development of the children. Their influence reaches beyond the school into homes and into society at large and creates an appreciation of the good and the beautiful.

The full extent of this work is set forth in reports made at the annual meeting of the organization. The president's report, prepared by Mrs. O'Shea, first vice president, in the absence of Mrs. Fox, the president, is herewith given:

President's Report.

This being our first annual meeting with the new members of the association present it seems appropriate to take a few minutes to speak briefly of the origin, growth and purpose of our work. In October, 1902, we had our birth in the edu-

cational department of the Woman's Club. Mrs. M. V. O'Shea, chairman of the educational department at that time, discovered, in calling upon the principals of the ward schools, that Miss Edgar had visited some of the Milwaukee public schools where a considerable work had been done by the Milwaukee club women in getting good art into the school rooms. The Washington school was in process of reconstruction then and Miss Edgar suggested that it would be a good time to begin similar work, through the club women here. Mrs. A. O. Fox was made chairman of a committee to see what interest could be aroused. She was fortunate in getting together a strong committee of interested women (some members of the Woman's Club, some not), who took hold of the work in a vigorous manner from the beginnig. Their first thought was to begin with one school building to see what could be accomplished there. The Washington school seemed a favorable place because of its being in process of reconstruction and because of Miss Edgar's very active interest. The first work was to get the walls appropriately tinted, light put into dark corners, and the corridors freed from unnecessary obstruction. All of these things were successfully accomplished in this building and so much interest shown by parents and members of the school board that it was decided to organize a committee in each ward. This was done during the autumn and winter. From the first the chairman and her committee realized that members of the committee could not be exclusively confined to the Woman's Club. Too many valuable and interested workers were not members of that club.

While all of the committees in the wards were ready and did begin immediately to work up picture funds for their schools all agreed that the first need was to get the walls cleaned and tinted. The board of education agreed to have this done under the direction of the art committees in each ward. It unfortunately was not successfully accomplished except in the Washington and Longfellow schools. We have, however, a promise from the chairman of the building committee in the board of education that this will be remedied all in good time, and much. I believe, is to be done during this summer's vacation.

Some of you may not know that in the Washington and Longfellow schools tints were used that had been worked out by Mr. Jorgensen, the decorator of Milwaukee, with the assistance of an oculist, considering the special exposures of the school rooms and the effect of the colors on the eyes of the children. The satisfactory results obtained in these two schools could not have been accomplished had the committees not had the hearty co-operation of the workmen who did the tinting. It was a failure in the other schools because of a lack of interest on the part of the workmen to carry out the suggestions of the committee in charge who had the same list of tints from Mr. Jorgensen.

The work grew with such enthusiasm that the central committee felt the need of a closer organization to carry on the work successfully. For this reason it was completely divorced from the Woman's Club in June, 1903, and made an independent organization to be known as the Public School Art Association of Madison. At the beginning of this year (1905) we incorporated under the state laws. Under this new charter the work has been so prosperous, the committees have been so faithful that an increasing fund has made it possible to add many valuable works of art to several of the schools.

The work has grown to such proportions that I feel like recommending that each school building be made the art gallery for the neighborhood in which it is situated-and that each school have a descriptive list of its works of art that may be put into the hands of any parent, child or other visitor to add to his intelligent appreciation and enjoyment of the pictures and casts which all nave so generously helped to contribute. And, further, I would like to recommend that an assembly hall be built as a part of every new ward school building,-a hall that could be used not only for neighborhood gatherings for instruction in art but for other lectures and entertainments. I have had the good fortune to visit schools equipped with such assembly halls, arranged so that they might be used for gymnastic work for the pupils of the school and for games and plays on rainy or cold days when the children can not be out of doors. Madison is growing so rapidly that the need of such assembly halls will be more and more felt as time goes on. I therefore urge that all members of our association interest themselves in this suggestion and urge its adoption in all new ward school buildings, and to be added to the old buildings as fast as possible.

In closing, I wish to express my appreciation of the interest shown in our work by our superintendent and members of the board of education, especially to commend all mem-

Madison Public Schools.

bers of the Madison Public School Art Association for their faithful work in increasing the funds which not only place in the schoolrooms the influence of the finest products of the art world but which will have a much broader effect in bringing into closer touch with our schools parents and citizens who through this interest will grow to feel the needs of our public schools as never before and will be more ready to respond to the suggestions for necessary beneficial changes.

Treasurer's Report.

JUNE, 1904, TO JUNE, 1905.

Balance on hand June 1, 1904	\$186	95
RECEIPTS.		
From Washington school	\$ 159	40
From Lincoln school	110	09
From Brayton school	118	63
From Doty school	24	66
From Draper school	86	90
From Marquette school	52	66
From Irving school	138	87
From Longfellow school	13	91
From Hawthorne school	71	50
From high school	11	75
From general fund	122	52
Total	\$1,097	84
EXPENDITURES.		
For pictures	\$ 293	79
For frames	146	80
For freight, express, cartage	83	00
For plaster casts	94	50
For hanging casts	14	15
For 10 subscriptions to Perry Magazine	9	00
For printing	4	25
For incorporating association	3	50
For books for secretary and treasurer	1	50
For postage, picture wire, etc	11	29
Total	\$661	78

Total receipts for 1905		
Total	•	
Balance in treasury		

ARABELLE S. BRANDENBURG, Treasurer.

THE PENNY SAVINGS FUND.

We are pleased to insert here a report on the Penny Savings Fund which has been prepared by Mr. C. N. Brown, Secretary of the Northwestern Building and Loan Association, which association has managed the funds since this system was introduced into the schools in the fall of 1902. The results of this work in connection with the schools offer no occasion for discouragement and yet they have not been all that could be desired.

The teachers in the main have been in sympathy with the work, but in some degree have failed to appreciate its value to the child in both an economical and educative way. The purpose of the school is to fit for life. Whatever is needed to prepare our boys and girls for their future duties must be incorporated into the school system. Our children should not only be given that training which will enable them to earn money, but also that which will teach them how to spend wisely and save prudently. We know of no better way of insuring future success than by fostering habits of thrift and frugality.

We feel also that the system of savings has a valuable educative influence in affording children some experience in common business practices. They become somewhat familiar with the methods of making deposits, securing credits, and withdrawing amounts. They learn that there are certain regulations which must be observed in way of business hours, promptness in meeting obligations, and the courteous treatment of others.

I feel that the time has come when the board of education should give full endorsement to this work and recognize it as a part of the regular work of the schools. I feel sure that when our teachers appreciate more fully the benefits which will come to the children through a more vigorous pushing of this work, they will be more deeply interested in it and give whatever time and effort that may be needed to make it a complete success.

In view of the beneficial results of this system when properly carried on, there can be no question in regard to the desirability of its continuance. I feel sure that the efforts and interest of the women who have been active in carrying out the details of this system will in the future meet with more hearty co-operation on the part of all teachers. We trust that all who are connected with this work will find that satisfaction and gratification which always attend enlarged usefulness and worthy effort. The report follows:

MR. R. B. DUDGEON, City Superintendent of Schools.

DEAR SIR:—I submit herewith the report of the workings of the Madison Penny Savings Fund for the past year.

Cash received up to July 1, 1904	\$2,623	06		
Rec'd from July 1, 1904, to July 1, 1905	1,033	30		
Total cash receipts	\$3.656	36		
Interest credited to July 1, 1905	153	02		
Paid out to July 1, 1904			\$1,394	65
Paid out during year			942	86
Expenses to date			68	50
Balance, July 1, 1905			1,403	37
	\$3,809	38	\$3,809	38
The liabilities are as follows:				
Due depositors on pass books, July	1		\$1,215	04
Interest credited July 1			15	32
Stamps outstanding			173	01
Total liabilities	• • • • • • •		\$1,403	37

A comparative statement of the results shown in the report of last year and at the present time will be of interest.

port of last year and at the present time	will	be or	interest.
	1904.	•	1905.
Total receipts	\$2,623	06	\$3,656 36
Total withdrawals	1,394	65	2.337 53
Cash balance	1,194	91	1,250 35
Total interest credited to fund	81	62	153 02
Amount due depositors on books	1.172	71	1,230 36
To redeem outstanding stamps	153	82	173 01
Total number of books issued	3	851	431
Total number withdrawn	1	138	216
Total number in force	2	213	215
Books showing one deposit		91	70
Books showing two deposits		52	58
Books showing three deposits		34	39
Books showing four deposits		4	15
Books showing five deposits		6	5
Books showing six deposits		5	7
Books showing seven deposits		6	5
Books showing eight deposits		2	3
Books showing nine deposits		3	2
Books showing ten deposits		3	2
Books showing eleven deposits		1	· 1
Books showing twelve deposits		1	1

,	1904.	1905.
Books showing thirteen deposits	2	0
Books showing fourteen deposits	1	3
Books showing fifteen deposits	0	1
Books showing sixteen deposits	0	1
Books showing seventeen deposits	0	1
Books showing eighteen deposits	1	1
Books showing twenty-two deposits	1	0
Largest individual deposit	\$ 64 62	\$ 56 31
Between \$40 and \$50	2	1
More than \$20, not including above	7	10
More than \$15, not including above	10	7

The work has been carried on in all city schools and in the same manner as during the previous years. To save the teachers the trouble of coming with their deposits to the office of the association, various ladies have had buildings assigned to them and have taken the stamps to the teachers and have collected the moneys received for the sale of the stamps. Everything has been done which could be done to reduce the work of the teachers to a minimum.

The work was commenced in the fall of 1902. It was begun in one school as an experiment. The experiment was so satisfactory that it was thought worth while to put the work in all the schools, and for two years it has been tried in all the schools and in every room in the city.

I am obliged to confess that I have been disappointed in the result. The net increase in the deposits for the last twelve months has been \$55.44. The net increase of depositors has been two. Last year there were 26 depositors who had made more than five deposits. This year there are 28. A study of the table submitted shows that there has been no appreciable gain in the number of deposits, and that the larger depositors have deposited once on the average.

The object of the installation of the system was the establishment of the habit of saving. Habit is not established by one act, but by repeated acts of the same kind. The purchase of stamps to become a habit must be oft repeated, and the cessation of such purchase shows that the habit has not been formed. The habit will only be formed, in most cases after persistent efforts on the part of the parents and the teachers. The object of placing the work in the schools is so that the advantages of saving may be pointed out by the teachers, and the habit established in consequence of the

work of the teachers, and so that the influence may spread from child to child by mutual stimulation.

From the reports which have come to me from the ladies who have undertaken the work of collecting from the teachers, I am convinced that the lack of success in the work undertaken is due to the lack of effort on the part of the teachers as a whole. By this I do not mean that none of the teachers are interested, or that there is no school in which some of the teachers are not interested. I mean that not all or nearly all of the teachers are interested in the work. Some of them say openly, if reports are correct, that they do not believe in it; others say that the work they have to perform is so great that they ought not to be asked to undertake this additional burden. Others say that they are interested, and wish the work well, but no results are visible to justify their expressions of interest.

It is possible that the teachers are overworked and ought not to be asked to undertake the burden of attempting to teach thrift by practical examples; as to this I express no opinion. I am convinced that those teachers who have had sufficient enthusiasm to make the work successful in their rooms have not found it unduly burdensome.

There is a large amount of work involved in the regular collection of the moneys from the teachers in the ten different schools of the city. There is very little difference in the amount of work whether the collection is a large or a small one. The return which this association receives for the use of the money does not begin to be sufficient to justify the great amount of work involved in keeping the necessary accounts. The ladies are willing to do their part and I am willing to do my part if the work is even measureably successful. But the measure of success has been so slight that it hardly seems to justify the effort.

The work so far has been somewhat of an experiment and has been in the schools somewhat on sufferance. It has not been felt to be required of the teachers, and it has not seemed to me that the teachers have felt that their success or failure in pushing the work would have the slightest influence on their chances of re-election, or be in any way considered by the board of education in its estimate of the ability of the teachers. On the part of the superintendent there has always been enthusiasm for the work and an earnest endeavor to promote it, but this has not been sufficient to overcome the open opposition and the covert indifference

to the work where such opposition and indifference have existed. Unless a superintendent can have the active cooperation of the board he will find, as in this case, that his efforts will fall short of his desires.

If the board of education could be made to see the importance of the work and should feel that it would be proper to require it from the teachers, and would make the measure of her success in this work one of the factors which should be considered in considering her qualifications as a teacher, I believe that the work would be immensely more successful, and I do not believe that it can be made successful without such action on the part of the board of education.

The work has not been as successful as was hoped and the question of its abandonment has been under consideration, but all who have been interested in it hope that this will not be necessary, and that some measures may be devised as will bring about the success which we believe to be possible.

CHARLES N. BROWN, Secretary

THE NEW HIGH SCHOOL BUILDING.

As the new high school project has been the absorbing theme throughout the year more space than usual will be given to matters relating to this subject. A full report of all important matters relating to the movement from the beginning was made to the common council at a special meeting on Oct. 17, 1904. As this report forms a complete history of the high school project to date it is here inserted as a matter of record:

To the Honorable the Mayor and Common Council of the City of Madison.

The board of education respectfully offers the following statement, which is a review of the steps taken and the progress made toward the erection of a new high school building.

Accompanying this statement is a file of the copies of all the formal resolutions, reports, and statements which have been offered to the board. These have been numbered and filed in order so as to make them easy of access.

A printed copy of the programme of competition which sets forth in detail the requirements of the building, including a schedule of the rooms and their areas, the conditions under which the competitive plans were to be offered, and the method of selecting an architect. Special references will be made to this programme from time to time as occasion may require.

To include in this statement all discussions and resolutions relating to the new building would be in reality a transcript of a part of the records of almost every meeting of the board for the past three years and would make a document too voluminous for convenience of reference. A condensed statement will be made of all steps taken and important measures passed by the board, with frequent references to the records, file of copies of resolutions, and programme of competition for exact and detail statements of measures on which more information may be desired.

General Statement.

The first formal action in the matter of a new building was the adoption of a resolution offered by President Corscot on April 2, 1901, which requested the building committee, with the superintendent, to secure plans and estimates for the construction of a new high school building, or such portion thereof as may be necessary for use in the immediate future, which building should be located on the present high school grounds, or on such other site as the committee may recommend as being desirable and within financial resources of the city, and authorized the committee to incur such expenses as they should deem necessary in the procuring of plans or in the inspection of high school buildings. (See Resolution No. 1, also Records, page 260.)

At a meeting on April 30, 1901, on motion of Mayor Bull it was voted as the sense of the board that the old part of the present building should be removed and a new building erected on that part of the present high school grounds, and the building to be so planned that it could be extended along Wisconsin avenue when the city's growth should demand.

Again, on December 17. 1901, sketches of floor plans for a new building, furnished by the superintendent, were discussed and on motion of Mayor Bull the building committee

was authorized to employ an architect to prepare preliminary plans for a high school building. The matter of a new high school building was again discussed at the regular meeting on November 4, 1902, and at a special meeting on November 11th, called especially for the purpose. The result of the discussions at these two meetings was the adoption by unanimous vote of a resolution offered by Alderman Brown, which instructed the building committee to employ a competent architect to furnish the board of education with preliminary sketches of floor and elevation plans for a building which should accommodate from 1000 to 1.200 pupils. (See Resolution No. 2, also Records, page 337.)

Special Committee Constituted.

At a regular meeting on January 6, 1903, the question of taking preliminary steps for providing the city with a new high school was again discussed and on motion of Alderman Brown the regular committee of the board of education was relieved from further consideration of the question of a new building, it being understood that this change in the committee was entirely agreeable to the chairman and members of the regular committee. A special committee, consisting of Mr. C. N. Brown, chairman, Mr. John Corscot, Judge Anthony Donovan, Principal J. H. Hutchison, and Supt. R. B. Dudgeon, was then appointed. This committee was to be known as the committee on the new high school building. and its special duty was to take charge of and further the project of the new building. At this same meeting this committee was authorized to visit and inspect some of the largest and more recently constructed high school buildings within a reasonable distance of Madison. (Records, page 343.)

Inspecting Schools.

Pursuant to this authority this committee, on January 19-20, visited two of the best high school buildings in Chicago, the Robert Waller and the Lake View high schools, one in Joliet, and two in Milwaukee, the South Division and the West Division high schools. Two members of the committee, Mr. Corscot and Supt. Dudgeon, also visited the new high school building in Oshkosh. Later upon the urgent request of the members of this committee, all of the other members of the board of education, with one exception, vis-

ited the Robert Waller high school in Chicago and the new high school building in Joliet.

These visits proved to be very profitable and helpful to the members of the board of education giving them a better knowledge of what other cities are doing in the way of providing high school facilities, and a more definite idea of what the character and extent of a modern high school building should be. These visits permitted the board to proceed in the new high school project with more confidence and with a more intelligent understanding of the amount of money required to provide accommodations adequate to the needs of the Madison high school.

Method of Appointing Architect.

At a special meeting of the board on February 25, 1903, at which all members were present, the subject of the new high school building and the method of selecting an architect were fully discussed and a motion offered by Judge Donovan was passed, declaring it the judgment of the board that the matter of securing plans for a new building should be opened to competition among architects. (See Records. page 349.

Prof. Laird Employed.

On information that Prof. Warren P. Laird, of the University of Pennsylvania, one of the leading architects of the country, had been engaged by the board of the city free library as consulting architect on the new Carnegie building the special committee on the new high school was requested to arrange a meeting between Mr. Laird and the board of education for consultation in regard to plans. Pursuant to this request a special meeting was called and a conference was held with Prof. Laird on March 20, 1903, which was continued at an adjourned meeting on the next evening, March 21.

The members of the board present at these two meetings were Brown, Corscot, Donovan, Groves, Helm, Norsman. Zehnter. (See Records, page 352.) As a result of these meetings a resolution was offered by Alderman Brown and unanimously adopted by the board on call of ayes and noes, employing Prof. Laird as the professional expert adviser of the board, defining his duties, and fixing his compensation at \$1000 and traveling expenses, the latter to be divided with the library board when trips are made for consultation of both. (See Resolution No. 3, also Records, page 352.)

More Land Needed.

On April 16, 1903, a special meeting was called to consider a preliminary report from Prof. Laird which suggested the desirability of securing more land in the high school block and outlined plans for two buildings, one on the present grounds to accommodate about 900 pupils, and another to accommodate from 1,350 to 2,000 pupils, to be located on the present grounds and some additional land which might be secured. After a lengthy discussion, on motion of Col. Helm, Chairman Brown was requested to ascertain from Prof. Laird whether in his opinion it would not be possible to put up a building on the present grounds to accommodate not less than 1,200 pupils, provided the main walls of the building should be placed 15 feet back from the sidewalk lines, instead of 30 feet, as Prof. Laird's plan contemplated. (See Letter No. 1.)

In compliance with this motion a second report was obtained from Prof. Laird which was fully considered at another special meeting on April 22. This report indicated that from an architectural and artistic standpoint it would not be advisable to place the walls of so large a building less than 30 feet distant from the sidewalk lines, and with this thought in mind it would not be possible to put up on the present grounds a building sufficiently large to accommodate 1,200 pupils. (See Letters No. 4 and 5.)

At this meeting it was also stated that there was a strong opposition on the part of some of the members of the council and of many of the leading citizens to tearing down any part of the present high school building, which represents in value something like \$40 000. The fact that the expenditure of a less sum for additional ground would preserve to the city the present high school building, was an additional argument in favor of the purchase of more land.

More Land Purchased.

At this meeting, April 22. 1903, it was reported by Alderman Brown that Mr. Wm. T. Fish would on certain conditions deliver to the board a deed for his lot on the corner of Carroll and Johnson streets for the sum of \$15,000. Alderman Brown also presented a written option, secured by L. E. Stevens, for the purchase of the Goodwin property, adjoining the present high school grounds, for \$16,000, build-



MANUAL TRAINING ROOM.

ings included. After a full discussion of these propositions Mayor Groves offered a resolution for the purchase by the board of education of the two lots mentioned and requesting the common council to authorize the board of education to borrow the necessary funds from the state of Wisconsin or to issue bonds therefor. (See Resolution No. 4, also Records, page 357:)

Competition Limited.

At a special meeting on May 26, 1903, after an extended discussion, a resolution was adopted by unanimous vote of the members present, which provided that the competition for the plans be limited to four architects from outside the city and to local architects who have been in practice in the city not less than three years, and that a compensation of \$250 be allowed to each of the four outside architects, and the same sum to each of the three local architects furnishing the best plans, it being the understanding that the appointed architect should not receive the award offered for competition plans, but only his regular fees as an architect. (See Records, page 363, also Part I of Programme, page 2, paragraph g.)

The Programme.

The programme of the competition for the selection of an architect was then prepared by Prof. Laird, and formally approved and adopted by the board on Aug. 26, 1903. (See Records, page 376.)

For full data in regard to the proposed building and for a detailed statement of method, terms, and conditions on which the competition was held and the architect appointed you are respectfully referred to the printed programme.

The Competition.

In brief, it may be noted that the architects from outside the city who took part in the competition were Pond & Pond, of Chicago; H. C. Koch & Co., of Milwaukee; Cass Gilbert, of St. Paul and New York, and Charles F. Allen, of Joilet. Ill.

According to the terms of the programme the plans were to be in and the competition closed on Nov. 28, 1903, but upon information that one of the local architects could not get his plans ready on that date and would not be able to

enter the competition unless the time of receiving plans should be extended, the board, after obtaining the consent of all the competitors outside the city, extended the time of receiving plans to Dec. 8, 1903. On that date five sets of plans were received by the clerk of the board. The plans were opened under the supervision of the board, and each design was given a number by which it was known until after the selection of the premiated design. Each sealed envelope containing the name of the author was given a number corresponding to the one given to his design and was placed in the custody of the clerk of the board.

At several successive meetings of the board in December the plans were fully analyzed and studied under the direction of Prof. Laird. It soon became evident to all the members of the board that the design known as number two (2), indicated superior professional and artistic ability on the part of its author in dealing with the special problems outlined in the programme of competition, and easily surpassed all the other designs in the simple and dignified treatment of all exterior features, in the economical and profitable utilization of all floor areas, and in the completeness with which the author's motives were carried out in the building as a whole. (See Records, page 391.)

Report of Prof. Laird.

At a special meeting of the board on Jan. 1. 1904, Prof. Laird presented a written report, a copy of which is on file with copies of the resolutions referred to in this statement.

Appointing the Architect.

At a special meeting on Jan. 9. after full consideration of the report of Prof. Laird, the board of education selected design number two (2) as the best, and designated it as the "Premiated Design." Upon opening the sealed envelope it was found that the design thus selected was by Mr. Cass Gilbert of St. Paul, Minn. Under the terms and conditions set forth in the programme the board then proceeded to appoint Mr. Gilbert as the architect of the proposed new building.

In pursuance of the provisions of the programme, the board voted the payment of the awards of \$250 to each of the several architects taking part in the competition, except the appointed architect:

Jan. 9, Claude & Stark	\$250
Feb. 2, Pond & Pond, Chicago	250
Feb. 2, F. S. Allen, Joliet, Ill	250
Feb. 2, H. C. Koch & Co., Milwaukee	25 0
(See Programme, Part IV, page 13, also Records, page	398.)

The Plan Provided in Programme.

Stated briefly the programme provided for a building which was to be built in three sections, the first of which was to stand facing Johnson street, between Carroll and the old part of the present building; the second on the site of the old part of the present building; and the third on the site of the new part of the present building. As a possible contingency in the remote future a fourth section was outlined to occupy the site where the Baptist church now stands.

It was the thought that the first section could be put up and occupied without taking away any portion of the old building or disturbing in any way the sessions of the high school. When the first section should be ready for occupancy and the needs of the school demanded more room, it was thought that the old part of the present building could be displaced by the erection of the second section. The two sections thus completed would provide ample accommodations for about 950 pupils in all lines of work.

An Extravagant Building Not Planned.

In view of the fact that the population of our city is increasing from year to year, and the attendance upon the high school growing, it was thought to be the part of wisdom to have the competition plans show how the prospective needs of the school could be met both in the near and remote future. It was with this thought in view that the plans were secuerd for a building which would admit of enlargement without destroying the harmony and unity of the design, and which could be constructed one section at a time, or two sections at a time, as conditions might determine. It was never in the mind of any member of the board that the whole building as shown in the competitive designs or even the greater part of it, should be built at once, or even in the near future. To put up an elaborate and extravagant building was never considered even remotely desirable or

possible. It was the constant thought of the members of the board that the new building should be substantial in construction, plain in finish, simple and restrained in architectural character, and economical in cost.

Special Building Committee Reorganized.

By the reorganization of the board last spring, and the election of new members, the high school building committee became disorganized; at the meeting of the board on June 7, 1904, this committee was reorganized and new members appointed as follows:

Mr. George Kroncke, chairman; Judge Anthony Donovan, Alderman Joseph C. Schubert, Prof. J. H. Hutchison, Supt. R. B. Dudgeon. To which was later added Mr. J. T. W. Jennings.

Change of Plans.

After careful consideration and after listening to the suggestions of different members of the common council and of many interested citizens, it was thought to be more desirable to build a complete high school building on the site of the present building with the main front on Wisconsin avenue. With this end in mind the architect has so modified the competition design that it now provides for a building which shall stand on the site occupied by the present high school building, and may be constructed all at one time or in two sections. This change has been made without destroying any of the essential features of the original design or changing the unity of the plan or the architectural merits of the building.

The Building as Now Planned.

The plans now provide for a high school building complete in all its appointments which will accommodate about 1,000 pupils and furnish facilities for instruction in all high school departments. Until the growth of the city may give an attendance exceeding the number indicated no enlargement or addition will be necessary to the building. The board is of the opinion that in providing for the accommodation of 1,000 pupils it is anticipating the future far enough and that it would not be wise to now determine what should

be done when our high school attendance shall exceed that number. The matter of providing for more than 1,000 pupils should be left to a future board of education, and the present board desires only to so build as not to preclude future extensions should a future board so desire, and still to make the building complete in all respects. When additional room is needed it can then be determined by the proper authorities whether it is desirable to add to the central building or provide branch buildings in other sections of the city.

The new building will contain a large assembly room which will accommodate the whole number of pupils for morning exercises, and will be used for lectures, and all kinds of general meetings, also a gymnasium with an ample equipment of apparatus. and with all necessary dressing rooms and bathing appliances.

In addition to this the new building will furnish all necessary lecture rooms, science laboratories, art rooms, rooms for teachers and officers, and full suites of rooms for commercial instruction, manual training, and domestic economy.

Compensation of Architect.

The compensation of the appointed architect, Mr. Cass Gilbert, of St. Paul and New York, will be five per cent. commission upon the cost of the work committed to his charge, which according to the programme consists of the first two sections. As two sections, according to the revised plans, are all that the board contemplates building, and constitute a complete high school building, the completion of such two sections would end the services of the architect. except that he is in addition to be paid the sum of \$500 for placing in the hands of the board a complete copy of its competitive design as restudied and finally approved by the board for construction, such copy to be held by the board for its use. As the board now contemplates the completion of the building in the first two sections, these extended plans will not be needed. It may also be noted that, as Mr. Cass Gilbert is a non-resident, he is obliged by the programme (which is now the contract), to engage at his own cost a competent resident building superintendent as the deputy of the architect.

The programme also provides that the architect shall so revise his competitive drawings as to meet the further requirements of the board, and upon the basis of such revised

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preliminary drawings shall prepare fully detailed working drawings and specifications of the first two sections; hence the architect's compensation will be 5 per cent. on the cost of construction of the building that is finally approved by the board and not on the building as outlined in the original competitive plans.

Estimates on the Cost of the Building as Now Planned.

At the request of the board of education Architect Gilbert furnished preliminary specifications for the building as now planned and secured the estimates from two reliable contracting firms of Minneapolis on the cost of the complete building as has been outlined in the foregoing. It must be noted that these estimates are made for a fire-proof building and without any reduction or elimination of any of the features in way of construction or ornamentation that belong to modern high-grade buildings of this class.

The estimates are as follows:

J.	L.	Robinson,	Minneapoli:	s, Minn	\$ 292.275
C.	F.	Haghin, M	inneapolis	Minn	254.000

It must be noticed that these estimates are made only on preliminary drawings and specifications. The board of education still feels that the cost of the building is too high and that a further revision of the plans must be made with a view of reducing the cost. To this end the architect has been instructed to so revise the plans that the cost of the building complete in every particular, but not including the equipment, shall not exceed the sum of \$225,000. This is in accord with the thought of the board of education from the beginning of their enterprise. Neither the present nor any former board expected or intended to erect a building to exceed in cost, including equipment and architects fees, the sum of \$250,000. In order to give the members of the common council and the citizens of Madison a definite understanding of the wishes and intentions of the board of education in regard to the cost of the proposed new high school building, the following resolution, offered by Mr. J. T. W. Jennings, was adopted at the meeting on October 13, 1904:

Resolved, That a plan for a high school for the city of Madison be prepared, by Architect Cass Gilbert, said building not to exceed in cost the sum of \$250 000, complete, with heating, ventilation, plumbing and electric wiring and black-

\$3,273 86

boards, also including class room, office and laboratory furniture and general equipment. Said plans and specifications in detail to be submitted to the board of education for approval, and be approved by them before bids for the construction of the building are taken, and that the board of education of the city of Madison is not to accept such plans and specifications as final ones until bids are taken upon such plans and specifications, after advertisement in the usual way, from responsible firms, who shall accompany each bid with a forfeit check of five per cent. of the amount of the bid, which check must be certified, and it appears that the lowest bid for the building without architect's fees or equipment, so taken does not exceed the sum of \$225,000.

And further, that no contract for the work shall be let until said plans, specifications and form of contract signed by the contractor and accompanied by the proper bond, shall be signed as approved by the president of the board of education and the mayor of the city of Madison.

Money Expended to Date.

The money expended in reaching the present point in securing plans, including expense of board in inspecting high school buildings, expense and compensation of Prof. Laird, paying of awards to architects on account of competition, and payment on account to Architect Gilbert, amount to \$3,273.86, an itemized statement of which follows: 1903.

1000.			
Jan. 23.	Expense of building committee, inspecting buildings	\$88	32
Feb. 3.	Expense of other members board, inspect-		
	ing buildings	78	57
July 7.	Traveling expenses, Prof. Laird (one-half		
	for trip)	37	64
Oct. 6.	Cash to Prof. Laird on account of fees	500	00
Dec. 1.	Cost of printing programme of competi-		
	tion	31	75
1904.			
Jan. 9.	Competition award to Claude & Stark	250	00
Feb. 2.	Compeition award to F. C. Allen	250	00
Feb. 2.	Competition award to F. C. Koch & Co	250	00
Feb. 2.	Competition award to Pond & Pond	250	00
Feb. 2.	Balance in full to Prof. Laird	537	58
Aug. ,2.	Cash to Cass Gilbert on account	1,000	00
	-		

The Board of Education Not Reticent.

Madison Public Schools.

It was thought by many that the board of education was too reticent and was purposely keeping from the city authorities and citizens at large their plans and intentions. The fact is that the members of the board did not talk because they had nothing definite to talk about. They made no formal report because matters had not assumed a shape sufficiently definite to be reported upon. They made no demands upon the city council because the project had not advanced far enough or asssumed such a shape as to indicate what the needs might be. The question of cost location, disposal of the old building, the number of sections and the order in which they should be constructed, were yet to be settled and until this could be done no plans could be announced or definite information given.

The Board of Education Not Reckless. Cost Fixed at \$250,000.

Many jumped to the conclusion that the board was moving hastily and recklessly in the matter of a new building, without giving due consideration to the financial question involved. The fact is that in reaching the present point of progress more than two years were spent by the board in painstaking investigation and in thoughtful deliberation and discussion. Every move was made with care and an unusual conservatism marked every step.

Incre may be matters not included in the foregoing report, but the board has endeavored to present all matters of importance. If there is any further data, which the common council or public may desire, the records, books and correspondence of the board of education are open for inspection. If the common council should desire a personal or more direct conference with the board of education, the latter is at all times ready to arrange for a joint meeting with the former.

Respectfully submitted.

Anthony Donovan, President.

O. S. NORSMAN, Clerk.

The whole matter was further discussed at a joint session of the common council and the board of education on October 20, 1904, and final action was taken by the common council at an adjourned

regular meeting on October 28, 1904. At the meeting the following report was made by the finance committee, and the resolutions following were adopted:

To the Common Council:

Your Committee to whom was referred the matter of an appropriation for a new high school building beg leave to report as follows:

We have had an extended discussion of the whole project with the building committee of the school board, and find that the plan of the board is for a building accommodating 1,000 pupils with the necessary class and recitation rooms, laboratories, departments of manual training, domestic economy, business courses, assembly room and gymnasium.

It is the sense of the school board and the building committee thereof and of your committee that a satisfactory building as above outlined cannot be built for the amount of \$200,000 previously agreed upon by resolution of the council.

Your committee therefore recommends in accordance with the resolution of Mr. Jennings. adopted by the school board: That the said sum of \$200.000 be increased to the sum of \$250,000, said sum to include architect's fees, equipment and all other sums to finally complete said building.

G. J. Corscot,

F. E. TURNEAURE,

L. B. ROWLEY,

A. G. SCHMEDEMAN,

Finance Committee.

Alderman Schubert submitted the following resolution:

Whereas. It is found in the opinion of the board of education impossible to build a high school building in this city to accommodate 1000 pupils for the sum of \$200,000. and whereas it is not deemed advisable to provide a building to accommodate a less number of pupils, now, therefore, be it

Resolved, That the resolution heretofore passed by the common council to limit the amount to be used for the construction of a high school building to \$200,000 be and hereby is rescinded, and be it further

Resolved, That such limit be and hereby is increased to \$250,000 in accordance with Mr. Jennings' resolution passed by the board of education.

On motion of Alderman Corscot the report of the finance committee and the resolution presented by Alderman Schubert were adopted, on call of the ayes and noes, by the following vote:

Affirmative: Aldermen Arnold, Brown, Corscot, Kroncke, Mackenzie, Maisch, Mautz, Meltzer, Newman, O'Neill Prien, Rowley, Sayle, Schmedeman, Schubert and Turneaure.—16. Negative: Alderman Smith.

Contract Made.

Pursuant to this action the plans were perfected under the direction of the board of education and bids on the building were received and opened on May 2, 1905, and a provisional contract was entered into with T. C. McCarthy of Madison for the construction of this building, including the mechanical equipment, for the sum of \$221,808.

Bonds Authorized.

At the regular meeting of the council on May 12, 1905, a report was made by the board setting forth the facts and requesting the common council to issue bonds for the high school building with equipment and furnishing in the sum of \$250,000. An ordinance was then passed by the council in due form authorizing the issue of the bonds of the city of Madison in the sum named by the following vote:,

Affirmative: Aldermen Buell, Constantine, Doran, Higgins, Hyland, Kroncke, Maisch, Mason, Mautz, Meltzer, Mills, Newman, Prien, Rowley, Schmedeman, Schubert, L. S. Smith, and Stadelman,—18.

None voting in the negative.

Petition Filed.

On Saturday, June 10, a petition signed by something over 800 electors of Madison was filed with the city clerk, asking that the matter of the bond issue for the construction of the new high school building be submitted to a popular vote of the people. As the law provides that in such an event this must be done a special election was called for July 25, 1905.

The Election.

The Educational Department of the Woman's Club and other leading citizens took up the question of the new building, and general committees, one of men and another of women, were organized, local committees in each ward were appointed, and an active campaign was entered upon in favor of the new high school project. General discussions were held and the plans explained in all parts of the city at general meetings and parlor gatherings. Much individual work was done by the loval friends of the school and a very effective canvass was carried on in all sections of the city. The work was carried on under the general direction of Mr. Geo. Kroncke, chairman of the special high school committee of the board of education, Mr. H. M. Lewis, chairman of the general campaign committee of men, Mrs. T. E. Brittingham, chairman of the general campaign committee of women, and Mr. F. W. Lucas, secretary of the general committee. The election resulted as follows: For the issue of bonds 1,380 men and 1,098 women. Against the issue of bonds 1,518 men and 673 women, making a majority of 138 men against the bonds and a majority of 425 women for the bonds. The net majority in favor of the bonds was therefore 287. We regret to say that a question has arisen as to the legality of the vote of the women. It will probably be necessary to carry the question into the courts for final adjustment. This will occasion considerable delay and is greatly to be regretted. It is to be hoped that the matter may be pushed along without delay and be brought to a speedy and favorable conclusion.

The Work of the Women and the Press.

The favorable result of the election was due in a large measure to the women of the city who were greatly interested in the question of a new high school building and did most intelligent and efficient work in all parts of the city. Much credit is also due to the press of the city, which took a positive stand in favor of a liberal policy toward the schools of the city and did much to shape public sentiment in favor of enlarged school facilities.

The Election Educational in Results.

The whole campaign was not without valuable results in an educational way. A deep interest was aroused in school matters and the people

were given a much broader and clearer conception of the needs of the schools and the ends which ought to be attained through the public school system.

THE WORK OF THE SCHOOL.

The work of the year has not been without valuable results. Although the schools are not in all respects what they should be, yet there are few schools in which the work has been so uniformly good and has shown such steady improvement from year to year. There are still some persons in every community who criticise the public schools for lack of thoroughness and denounce such subjects as music, drawing, manual training, domestic economy, nature study, physical training, and the like, as "fads and frills." and urge a return to the so-called three R's. should be remembered, however, that even the excellent quality of thoroughness has its limitations. Although accuracy is a great factor in education, it is not all. A person may not be able to read and spell without error and still be a human being. The task of the schools is not to make adding machines, but to train to efficient, well rounded manhood and womanhood. In speaking on this point the editor of the Outlook says,— "The three R's are no more fundamental than some other subjects of instruction popularly known as 'fads and frills.' Essential as it is for a child to know the elementary facts concerning computation and to be able to read and write his mother tongue, these are not the whole of education by any means. He may be ever so good a computer, ever so good a reader, and write ever so beautiful a hand, and yet have a soul and mind utterly closed to one-half of the life that surrounds him. He would be sentenced thereby to a partial existence and to a limited usefulness, and one whole set of the capacities and ideals that belong to him as a human being would be denied him.

"Moreover the experience of nearly two decades has shown that a programme of studies which includes the so-called 'fads and frills' produces even better results in the so-called three R's than does a programme from which the 'fads and frills' are excluded. The reason for this is plain. The new subjects of study, by their strong appeal to the pupil's interest and activities, arouse and stimulate his entire nature, and he does better and more successfully everything that he undertakes to do. It may be said with perfect assurance that elementary schools never gave so effective a training in the three R's as they are giving to-day, when they are doing so much else besides. Any one who has observed closely the work of the school children of to-day, and who is in a position to compare it with the work of the school children of twenty years ago, will have no hesitation in saying that the children of to-day read better, write better, and spell better than did the children of twenty years ago. Much that then

cumbered the school programme has disappeared forever and its place has been taken by subjects of vital interest and importance."

The public school education must give that training which fits for the economical and social conditions of to-day. It must touch every side of the child's life and influence his thinking, conduct, habits, and social relations. It must give power to brain, to muscle, and to hand. It must strengthen and refine character; must give power not only to be, but also to do.

I am pleased to note that the teachers of our schools have some appreciation of the higher ends of education and are in cheerful accord with every movement which has for its end a broader and richer development of character. I trust that they may continue in the future, as in the past, to keep their hearts and minds open to the animating influence of the great world's activities and to keep in touch with the fresh and invigorating pulses of life.

Respectfully submitted,

R. B. Dudgeon.

Madison, August, 1905.

REPORT OF PRINCIPAL OF HIGH SCHOOLS.

MR. R. B. DUDGEON, Superintendent of City Schools, Madison, Wis.

DEAR SIR:—I have the honor of submitting to you my fourteenth annual report on the high school.

ENROLLMENT.

The following table shows certain facts which are of interest:

YEAR	TARDINESS	PER CENT. OF ATTENDANCE	ENROLLMENT
1891–1892	697	95	323
1892-1893	472	95.5	339
1893-1894	380	96.5	357
1894-1895	420	95	397
1895-1896	351	96	417
1896-1897	398	95	479
1897-1898	270	96	486
1898-1899	290	96	534
1899-1900	372	95	578
1900-1901	275	95	587
1901-1902	270	96	577
1902–1903	348	96	594
1903-1904	380	95	597
1904-1905	356	96	583

The following table shows the attendance of boys and girls for the past fourteen years:

YEAR	BOYS	GIRLS	G.A	AIN	Loss		
			BOYS	GIRLS	BOYS	GIRLS	
1891-1892	126	197					
1892-1893	131	208	5	11		1	
1893-1894	169	192	38	1		16	
1894-1895	190	207	21	15		į i	
1895-1896	201	, 216	11	9		ľ	
1896-1897	233	246	32	30		į	
1897-1898	253	233	20			13	
1898-1899	262	272	9	39			
1899-1900	266	312	4	40			
1900-1901	237	350		38	29	Ì	
1901-1902	221	356		6	16		
1902-1903	238	356	17			ı	
1903-1904	248	349	10		1	7	
1904-1905	272	311	24		l	38	





HAND WORK, GRADES FIRST TO SIXTH.

INCREASE IN AMOUNT OF WORK REQUIRED FOR GRADUATION.

The increase in the amount of work in the high school resulted in raising our number of units to U. W. requirements in the classical courses. Science and English courses are still a trifle below the desired point but will be brought up as soon as the new course is fully introduced.

Whether or not the 15 unit requirement will be a success remains to be seen. One factor, entering largely into its success is found in the superior training of the full time studies.

CLASS OFFICERS.

With a view to increasing the progress of pupils, a system of class officers was introduced.

Each teacher was assigned a division or more of pupils already in his or her charge in some study.

The duties of the class officers are, in general, to look after the progress of pupils in study and conduct. They may also advise as to methods of study course to pursue and the amount of work to be carried.

Introduced in the middle of the year, the system has not had time to give much evidence of its advantages. It meets the approval of teachers and pupils and increases the responsibility and influence of the teacher by making his attention definite, and adds to the ease of general management.

On the pupils' side, the plan affords an adviser for each pupil and makes him feel that one teacher, at least, has a personal interest in him.

NORTH CENTRAL ASSOCIATION OF SCHOOLS AND COLLEGES.

The addition of more units to our course of study secures for us membership in this association—giving our graduates the privilege of entering any of the schools on the list without an examination.

Recognizing the advantages of membership in this association, one can scarcely escape wondering if the standard requirement of 15 units is not too high. Such a standard cannot conduce to college attendance by the greatest number. If higher educational advantages are to be enjoyed by the greatest number, the standard for admission should not

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be beyond the preparation given by the free and accredited high schools of the state. Perhaps the high school courses can be brought up to these advanced requirements, but that means further crowding of courses already too full.

Assuming that many if not most high schools can prepare pupils in 15 units, it can scarcely be done in the average high school except at a sacrifice of thoroughness or by a continuation of the crowding back into the grammar grades.

When the best pupils in a high school complain about the amount of work required of them, there seems to be a reasonable ground for complaint. No course of sstudy in any school should demand a pupil's whole time. It cannot be denied that many courses of study now in use do demand nearly all of a pupil's time—leaving practically nothing for recreation, home duties or play. Such a condition brings to the good student an overwhelming sense of being hurried and a consequent nervous strain not at all compatible with good health. To the poor student—even to the one who tries, there can come only a feeling of despair. Following this is a great falling off in effort and an early withdrawal from school.

The college or university course will be effective in proportion to the thoroughness of high school preparation. Proficiency in a few units of study must furnish better conditions for higher education than a slight knowledge of numerous units of study.

To those familiar with what best students can do and their spirit in doing it, the constantly advancing requirements of the university are viewed with much apprehension. Between the complaints of parents on one hand and the demands for high school graduation on the other the pupil finds himself in a serious difficulty. Many times the question is solved by a speedy withdrawal from school and the giving up of all thoughts of a university career.

If the larger high schools can barely meet these requirements how is it possible for the smaller schools with fewer teachers and poorer equipment to meet them?

With an increase in the number of studies must necessarily come a decrease in the excellence of the teaching—a result to be deplored at all times.

College requirements should not be a "snap" for the larger high school nor the despair of the small school, but should be of such a character that they could be met by the average high school.

Above all, college requirements should be such as to make it reasonably possible for any boy or girl of the state of average ability and ambition to enjoy the advantages of a college course.

RECOGNITION BY SMITH COLLEGE.

Smith College, having made an examination of our high school in some particulars, has agreed to place us upon its "probationary certificate" list in the following studies:

SMITH COLLEGE.

REGISTRAR'S OFFICE.

NORTHAMPTON, MASS., Feb. 28, 1905.

The Principal of the High School.

DEAR SIR:—The Examining Board of Smith College hereby grants to the Madison High School probationary certificate rights in the following subjects: English, Latin. mathematics, ancient, English and American history (elementary), and minor German.

In granting this certificate privilege the board reserves the right to require an examination in any subject if the work specified seems inadequate or unsatisfactory.

Evidence during the first year of her college course, of a candidate's lack of thorough preparation, will lead to a reconsideration of the claims of the school, and to the possible withdrawal of the certificate right.

MARY EASTMAN,

Secretary of the Examining Board.

Note.—Certificate rights in other subjects will be granted whenever satisfactory papers are received.

Principals desiring certificate blanks should apply for them before June 1.

Other studies may be added as evidence is given regarding the quantity and the quality of work done.

It is desirable that our high school should be in such relations with an eastern school for girls that our graduates may receive credit for work done here.

THE BOYS' LITERARY SOCIETY.

The Literary Society is in need of immediate and efficient supervision by a teacher.

Admitting that the society has accomplished much, very casual observation will lead to the belief that much more

could be done under regular and intelligent supervision.

The society cannot measure up to expectations until there are changes in the following particulars:

- 1. More care in selecting members. Such care, for example, as is taken by the Nautilus Club. Qualifications for membership should be definitely made out and applied to candidates. Scholarship—good moral character—and a determination to give the society his best effort should be regarded as necessary qualifications.
- 2. The securing a new ideal of the gentlemanly and parliamentary way of conducting a meeting.
- 3. Consideration for the decisions and demands of the presiding officer to the extent of obeying instantly whatever orders are given.
- 4. Greater respect for the privilege of meeting in the building.
- 5. Greater earnestness in carrying out a regular prepared program—and less dependence upon extemporaneous efforts. No program can be of interest unless preparation has been made for it. Such preparation should be considered a duty of every member of the organization.

The best sentiment in the society asks for faculty supervision. It should be given in such measure as to make the society a success without being dependent upon any one in particular.

THE ANNUAL.

According to rules the names of managers for the annual were submitted to the teachers for approval. Such approval was withheld solely upon the ground of the impossibility of the pupils named being able to carry on any more work. As no other names were submitted no annual was published.

The fourth grade, however, issued a small volume containing pictures of the class together with some literary matter, most of which had been read at some public exercises. As this volume involved securing advertisements and an expense to each pupil of the grade, I recommend that any publication by any class be made to conform to annual rules.

RULES GOVERNING PUBLICATION OF ANNUAL.

To the Members of the Fourth Grade:

The teachers of the High School respectfully submit the following plan for the preparation and publication of an Annual for the school year, 1903-1904:

1. There shall be two business managers chosen by the fourth grade, who shall be personally responsible for any deficit which may occur in this undertaking.

The managers shall be allowed fifty per cent. of the net proceeds. The other fifty per cent. shall be deposited with the city superintendent of schools for the benefit of the picture fund of the high school.

Any purchase made with this fund shall be in the name of the class of 1904.

2. A board of auditors shall be chosen, consisting of two members of the fourth grade and one high school teacher. The members of the fourth grade shall be chosen by the class and the teacher by the high school teachers.

The business of the board of auditors shall be to examine the accounts of the managers and to make a written report to the high school teachers of all receipts and expenditures.

This board shall, in conjunction with the managers, fix the price of the Annual.

3. There shall be two censors appointed from the teachers by Superintendent Dudgeon, who, with the principal, shall judge of the fitness of all material before its publication.

By material is meant the whole body of writing, cuts. drawing, etc.. intended for publication.

4. The Annual board shall consist of twelve (12) members as follows:

Seven from fourth grade, chosen by the class.

Three from third grade, chosen by the class

Two from second grade, chosen by English teachers.

Two from first grade, chosen by English teachers.

- 5. Managers, members of the Annual board, and members of the board of auditors, shall be approved by the teachers and shall conform to the rules of the Interscholastic Association as regards scholarship. See Rules 1 and 2
- 6. All clubs, teams, groups and organizations and all members of the fourth grade, whose pictures are to be used in the Annual may have the privilege of furnishing their own cuts or may have them furnished by the managers. In case they are furnished by the managers, they must be put in for said organizations or pupils at actual cost.
- 7. Meetings of the Annual board may be held weekly at the high school building in such room or rooms as may be designated by the principal.

Meetings so held are to be devoted strictly to the business of preparation of the Annual.

Madison Public Schools.

- 8. It is agreed that no banquets or parties are to be given by the managers, collectively or individually, the Annual board or board of auditors, or by any individual serving as a member of these boards.
- 9. The managers, members of the Annual board and board of auditors shall, after approval by the teachers of the high school, file with the principal a written agreement to be governed by the above mentioned regulations.

The above rules were adopted by the class of 1904.

RULES REGARDING PARTIES.

- 1. That there be-
 - (a) an alumni party.
 - (b) a fourth grade party.
 - (c) a third grade party.
 - (d) a second grade party.
 - (e) athletic party, approved by teachers.
 - (f) no other high school parties.
- 2. As the opinion seems evenly divided upon 8, which shall be exclusively class parties, it would seem wise to submit the question to the class.
 - 3. (a) shall be open to alumni.
- No party shall be open to the public except athletic parties.
- 5. All of these should be dancing parties with games provided for those who do not dance. Such games to be provided by the arrangement committee.
- 6. That the class be required to secure two mothers of pupils in the class to act as chaperons throughout the whole evening and that two or more teachers be assigned by the principal to attend a given party.
- 7. That no club, fraternity, sorority, society, organization of any sort, or any individual or individuals shall use the name of the high school in connection with any party except as stated in recommendation 1.
- 8. That the finances be managed as before except that the accounts of all persons or committees handling any class money shall be examined and passed upon by an auditing committee composed of the class president, chairman of the arrangement committee, the class treasurer and a teacher appointed by the president of the class. Furthermore, the treasurer should be instructed to keep his accounts in a business like manner so that a complete and clear state-

ment can be made to the class of all money received and expended.

- 9. That the hour of closing parties should be 12 o'clock (sharp), except the Alumni party.
- 10. That teachers should attend these class parties and thus show their interest in having pupils enjoy themselves.
- 11. That in the event of the adoption of this report and its approval by the superintendent, a copy be submitted to the board of education for its approval at its next regular meeting.

 Respectfully submitted,

J. H. HUTCHISON,
MARY OAKLEY,
SUE TULLIS,
CAROLINE MORRIS YOUNG,
Committee.

Approved by the board of education in November, 1903, but was amended so as to exclude second grade parties after the year 1903-1904.

Rules regarding parties have had a beneficial effect. One class of parties remains to be dealt with. It is the kind of party which has always been a source of annoyance. It is difficult to deal with because apparently outside our jurisdiction. However, if classes can be governed by rules in this respect, it seems reasonable that individuals could be reached as well. The parties here referred to are those arranged for by two or more pupils, who manage them for revenue. They are not so much concerned about who attends them, as about the profit to them as managers.

I should urge an appeal to the parents of the managers, together with a very strict enforcement of requirements in regard to recitations.

DRAWING.

The work in drawing—free hand and mechanical—was conducted as in the past.

Considering the immense disadvantage under which the work is carried on, the results are surprising. Poor light, insufficient room, small and improper desks, are the perennial difficulties under which teachers and pupils labor. From these difficulties there is no escape in the present building.

MUSIC.

Under the leadership of Mr. Bredin the work in music has been carried on to a degree of success never reached before. It is reasonable to suppose that the success of previous years made possible still greater success this year.

In addition to the improved singing during opening exercises, a girls' glee club was organized and maintained with success.

ATHLETICS.

For several years past strenuous efforts have been made to secure a higher standing in athletics, but with little success.

Last year the work was managed by most competent hands and yet no perceptible success came to us. Perhaps we should admit that some gain was made, but there has not yet been afforded us any relief from the bugbear of studies. Athletics have come to be such a business—the element of play so refined out of it—that nothing short of undivided attention to it will yield results worth mentioning. To be sure, studies are in the way and if rules are to be honestly enforced, the number of desirable candidates is greatly reduced.

A serious result of athletics as now conducted is found in the large absence of play among those not striving for a position on the team. In former years all boys played something—now only a few play—the others remaining spectators.

MORNING EXERCISES.

A new feature in morning exercises was introduced by bringing before the whole high school such exercises as were regarded as superior, which had already been given as a part of regular class room or society work. The first exercises of this sort was given on March 7 by members of the Nautilus Club. The following took part on the dates named: Mar. 7. Nautilus Club members. Sara Morgan, Stella Kay.

- ser, Jessie Smith.

 Mar. 14. Class exercises from Fourth Grade English depart-
- ment, Alice Sprecher, Ida Fenton, Greta Flower,
 Jennie Vernon.
- Mar. 21. Class work from Third Grade English department, Edna Pease, Vera Leatzon, Louis Brabant, Marion Atwood.

Principal's Report.

- Apr. 4. Literary Society, Morris Pierce, Jake Van Etta, Louis Larson.
- Apr. 18. Paul Weaver, Elizabeth Goe, Dorothy Frankenburger.
- Apr. 24. Eng. Department Third grade, Frank Cnare, Frank Tillotson, Florence Kelly.
- May 2. Eng. Department Second Year, Ormel Schlosser, Mabel Gratz, Marie Fess.
- May 9. German Day. Marion Atwood, Irene McKenna.
 Mamie Kleinheinz.

As a rule these exercises were given on Tuesday morning. The hearty co-operation of pupils and teachers makes it clear that this exercise is desired. It cannot fail to be interesting, as it gives pupils an opportunity to appear before a large audience—an experience sure to be of service in after life.

The following public exercises were held:

SEMI-PUBLIC.

Madison High School Literary Society, in conjunction with the Nautilus Club.

FRIDAY, FEBRUARY 24, 1905.

PROGRAM.

1.	Selection	Bach's	Quartet
2.	Oration .		Selected

Elmer Lorch.

3. Debate:—

Resolved: That a high protective tariff is for the best interests of the United States.

Affirmative.

Negative:

John L. Rogers.

William E. Boyle.

Faraday H. Bernhard.

Edwin E. Curtis.

Jury:

Messrs. A. R. Denu, M. B. Olbrich, Chas. G. Riley

4. Reading Selected Dorothy Frankenburger.

Accompaniment: Sara Morgan.

6. Decision of the Jury.

Madison Public Schools.

GERMAN PLAY.

Friday, March 24, 1905, the German Department presents Englisch: A Comedy in Two Acts.

CAST OF CHARACTERS.

Abele Treuherz, eine ju			e.	•			Agues Johnson
Marie, ihr Rammermä			•	•			Madge Holcomb
Salomon Jppelberger,	Ban	tier v	on L	eipzia			Robert Newman
Roja, deffen Gattin .							Stella Kayser
Edward (Sibbon .				•		٠.	Edwin Curtis
John, deffen Diener							John Rogers
Billig, Gastwirt							Edward Farley
						(Morris Richards
Jacob Rellner .	•	•	•	•	٠	i	Bert Cramton

SYNOPSIS.

Act I. A hotel corridor.

Act II. The same.

Adele Treuherz, a young German widow and her maid, Marie, have been followed for three months by a young Englishman, Edward Gibbon, and his valet. John. At last Adele comes to a hotel, in which there is only one vacant room, engages it and offers to pay for any that may be vacant. The host, Billig, at the offer of twenty pounds can not refuse to give the Englishman a corridor, the scene of the play. Adele asks Ippleberger, a curious guest with a jealous wife, Rosa, to pretend to be her husband. Rosa is pleased with the Englishman's imagined intentions, but when she is undeceived, becomes furious and leaves Ippleberger to his fate. At length perseverance wins and Edward persuades Adele to marry him and to teach him to speak better. German.

Proceeds of the play amounting to \$99.15 were donated to the Athletic Association, enabling it to pay all bills and have a balance in its treasury.

ARBOR DAY.

APRIL 28, 1905.

PROGRAM.

1.	Music—The Linden Tree
2.	Recitation—To the CuckooJennie Vernon
3.	Music-Violin and PianoAlva Thompson, Ida Shepard
4.	Declamation—TreesHelmer Nelson
5.	MusicGirls' Glee Club
6.	Class HistoryJessie Smith, Lona Bergh
7.	Music-Piano Solo

8. Quotations					
ANNUAL COMMENCEMENT.					
*Music—Triumphal March					
Invocation					
Salutatory					
Music—Overture, Sans Souci					
AddressProfessor D. B. Frankenburger					
Music—Intermezzo, Flower of Mexico					
ValedictoryStella Kayser					
Presentation of DiplomasMayor W. D. Curtis					
BenedictionRev. Geo. E. Hunt					
Music—La Mascara WaltzPomeroy					
*Music—Bach's Mandolin and Guitar Orchestra.					

GRADUATES, '05.

ANCIENT CLASSICAL COURSE.

*Katherine Agnes Donovan

Frank Gardiner Hood

MODERN CLASSICAL COURSE.

Alice Irene Alford Annabelle Allen Lona Irene Bergh Frederick Sarles Brandenburg Elizabeth Brown Dorothy Marie Burnham Beulah Jennie Chamberlain Phillips Chynoweth Clara Margaret Cronin Anna Regina Dunn Anna Josephine Esser Jane Bopeep Gapen Alice Mary Grover Clara Elizabeth Hartwig Josephine Heuer Ethel Woolsey Hopkins

Agnes Learned Johnson
Stella Ottilia Kayser
Blossom Katherine Marie Law
Agnes Veronica Leary
Caroline Gail Libby
Mary Ellen Longfield
Margaret Blanche Lyle
Sara Blanche Morgan
Nellie Claire Roybar
Mabel Silbernagel
Jessie Clemons Smith
Margaret Helen Sullivan
Ole Selmer Syftestad
Mary Katherin Taylor
Kate Trainor

SCIENCE COURSE.

Henry Balsley
Emilie Anna Boelsing
Alma Marie Boyd

Caroline Kleinheinz Anna Bell Kirsch Isidore Koltes

William Edward Boyle Anna Isabel Butler Elsie Josephine Bird Edna Lorene Confer Alice Beatrice Cronin Edwin Ford Curtiss Burton Lamont Cramton Victor Peter Diederich Edward Philip Farley Earle Edwin Gibbs Samuel Gallagher Olive Goldenberger Sidney Philip Hall Emma Isabel Hean Madge Evelyn Holcombe Harry Kessenich Mabell Grace Kelly

Barbara Hazel Klinefelter Martha Ellen Lewis Tennyson Lathrop Louis Martinus Larson Helmer Clarence Nelson Lylia Jeannette Owens Gladys Eva Priest Marie Louise Pressentin Frances Post John Logan Rogers Edna Arlisle Roloff Stephen Francis Regan Morris Wilford Richards Mary Regina Tormey Alva Samuel Thompson Joseph George Taylor Lula Wittl

ENGLISH COURSE.

Elizabeth Hyacinth Conlin Ida Fenton . Theo Fenton Elnora Jean Hoyer

Lillie Josephine Scott
Alice Adell Sprecher
Anna Emelie Syftestad
Jennie Elizabeth Vernon

*Ancient and Modern Classical courses.

GRADUATES SINCE 1875.

Questions are often asked regarding the number of graduates from the high school. People are always interested in knowing how many of such graduates continue their studies in the university, and graduate from that institution. The following numbers are taken from high school and university records:

Graduates to date, male	469
Graduates to date, female	757
Total	1.226
Graduates for past fourteen years, male	365
Graduates for past fourteen years, female	525
Total	890
Graduates of M. H. S., also graduates of U. W., male	157
Graduates of M. H. S., also graduates of U. W., female.	152
Total	309

The above statement shows that of all graduates of the high school since 1875, 71 per cent, have graduated in the past fourteen years.

The total number of graduates up to and including 1901 is 897. Counting all of our graduates from the U. W., including those of 1905, we have 309. Therefore 34.4 per cent. of our high school graduates have also graduated from U. W.

CONCLUSION.

The gains of the year are found in the advantages arising from the introduction of full time studies in place of what have been called part-time studies.

In addition to this the class officer system has aided greatly in helping to fix the responsibility of the teacher. Its continuation will diminish the number of failures.

A third gain is found in the participation in morning exercises by pupils. Some have thought this impossible. It probably indicates a desire on the part of pupils to use all the privileges extended to them. No criticism can be made upon the attention of the pupils in this exercise. I recommend its continuance and enlargement so as to reach a larger number.

A fourth point that may be mentioned is the easier management of the fourth grade pupils, brought about by having them assigned to definite places during free times. With our present amount of room, not much more can be done in this direction.

It may be worth while to mention the U. W. report on the freshman English examination. Over fifty of the class of 1904 entered the university. All were successful in this examination.

Opportunities for enlarging the scope of our work or of going deeper into the subjects now in our courses are absent on account of our limited quarters.

I can commend the effort of teachers in doing all they could to aid in making the high school successful.

Resectfully submitted,

J. H. HUTCHISON, Principal.

REPORT OF SUPERVISOR OF DRAWING.

To Mr. R. B. Dudgeon, City Superintendent of Schools, Madison, Wis.

DEAR SIR:—I hereby submit my eighth annual report.

"There are certain principles which govern in all art, as there are principles which underlie all literature, and these principles may be simply and naturally taught. The pupil does not begin his language work by analyzing sentences from Shakespeare, Milton or Carlye. He reads literature beautiful in itself and adapted to his experience and comprehension. He feels its beauty, although he is not asked to analyze its effect. He also writes his own stories in which he is interested, the garden, his pets, his playmates.

"The subject of art education has been worked out in the Prang text books in the same way.

"In the primary grades, the pupil is encouraged to express his thoughts by means of brush, crayon, or pencil in his own childlike way, while at the same time, through the beautiful pictures and the delightful lessons in his text book, he is given standards which constantly stimulate his efforts to improve his own work."

These are the words of a critic who has made a study of the new Prang text books of art education.

Book number five used by our fifth and sixth grades the past year, proved a source of inspiration and delight to both teachers and pupils. I recommend that grades three and four use book number three and seventh and eighth grades, book number six next year.

The industrial work introduced last year has been continued with more gratifying results.

Grammar grade pupils made paste board looms and wooden needles to be used by first and second grades. With these as a foundation, first grades wove rugs of warp and yarn.

Second grades wove doll hammocks of Macreme cord.

Third and fourth grades made table mats from raffla and wool twine.

Fifth and sixth grades designed and wove baskets of raffia and rattan.

By way of experiment, clay modelling was substituted in one fourth grade with pleasing results. The modelling was

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free hand and the various vase forms were colored with water color in imitation of delft, terra cotta and various wares.

Through the organized efforts of the Madison Public School Art Association, the good work of beautifying our school rooms has continued to prosper. The question is sometimes asked, "What relation has this movement to the art instruction in the public schools?" In brief I would answer, "It is the high water mark toward which all phases of art instruction are moving—the power to appreciate and enjoy the masterpiece in art, the appropriate decoration and the harmonious in one's surroundings."

From the little one in first grade who is led to place his picture of flower or bird upon paper of fitting shape, to the high school pupil who is led to think of balance, unity, variety and harmony in a more analytical way, we are aiming to cultivate the powers of recognition and appreciation. Along this line we are much indebted to Miss Ethel Raymer for her many helpful talks on artists and their works.

During the fall term, the High School Art Club was much interested in tooled leather work. Every Monday evening, about twenty-five girls were busy in the studio working on pen-wipers, card cases, belts, boxes and picture frames as Christmas gifts. During the second term, the time was given to life drawing. One half hour each evening was devoted to the study of history of painting, including early Italian masters.

At the high school, we are indebted to Mrs. Baskerville, Miss Emma Van Berg, Dr. Jastrow and Mr. Frank Hall for interesting talks on art topics. Let us look forward hopefully to the time when the history of art shall find a place in the high school curriculum and provision shall be made for students who wish to continue their art work beyond the first year.

The traveling exhibit selected at Western Drawing Teachers' Association was with us one week in November. It hung for a day in each of the four largest buildings, Draper, Washington, Brayton and Marquette. First grade work was hung in first grade room and so on through the building. Teachers and children from other schools were invited to inspect the exhibit so that all might become familiar with public school art work throughout the west. In May an exhibit of forty mounts of drawing work was sent to the W. D. T. A. in Chicago.

Through the kindly co-operation of Misses Hopkins and Ellis of the city library, two exhibits were held in the children's room, one of fourth grade basketry and one of fourth grade clay work.

In closing, I wish to thank you for your kindly interest, the teachers for their patient, enthusiastic efforts along the industrial lines which have presented to us so many new and trying problems, and the board of education for their continued co-operation.

COURSE IN ART INSTRUCTION.

AIMS.

- 1. To train mental faculties—observation leads to clear percept; clear percept to clear concept; clear concepts lead to correct judgments. To stimulate originality.
- 2. To train the hand to execute with nicety the dictates of the mind.
- 3. To create a love for and appreciation of beauty in form, color, and arrangement.
- 4. To correlate drawing with other lines of school work, making them mutually helpful.
- 5. To help the child to make the most of his God-given powers, developing them into a character of moral beauty and symmetry.

FIRST AND SECOND GRADES.

Mediums of Expression.—Charcoal crayon, color crayon, water color, paper cutting and folding.

Representation.—Drawing and painting from bright colored flowers and toys. Connected with nature work and reading lessons. Type forms. Landscape.

Construction.—Modelling and cutting forms of animal and plant life. Imaginative work. Paper folding—making May baskets, soldiers' caps, sun bonnets, etc.

Decoration.—Making of simple decorative forms—borders, rosettes, crosses, quatrefoils.

.1rtists studied.—Those represented by pictures and casts in the room.

THIRD AND FOURTH GRADES.

Mediums.—Charcoal water color for freedom and directness of work; pencil for careful, accurate work.

Representation.—Principles involved in drawing cylinder in different positions. Nature and illustrative drawing. Showing of dark and light, and simple light and shade. Landscape.

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Construction.—Difference between working drawing and appearance drawing taught. Use of ruler taught. Practice in drawing views and patterns of type forms.

Decoration.—Study of historic designs. Designing of plaids and pleasing arrangement of flower and leaf sprays in given space. Simple landscape composition.

Artists studied.—Those represented by pictures and casts in the school room.

FIFTH AND SIXTH GRADES.

Mediums .- Pencil, charcoal. water color.

Representation.—Cylindric principles reviewed. Principles involved in drawing rectangular objects facing and turned. Drawing and painting from plant and animal life. Grouping. Shade and shadow shown. Landscape composition.

Construction.—Working drawings of type forms, using simple conventions.

Decoration.—Reproduction of Egyptian, Greek, and Roman ornament, studying elements of beauty. Applied design in oilcloth patterns, tile designs, and doilies. Arrangement of flower and leaf sprays in given space. Design for folio cover.

Artists.—Those represented by pictures and casts in school room.

SEVENTH AND EIGHTH GRADES.

Mediums.-Pencil, charcoal and water color.

Representation.—Review of perspective principles, already studied. Cone and triangular prism in advance. Essentials of good grouping taught. More attention given to rendering of color and material. Work from plant and animal life and landscape.

Construction.—Use of ruler and compasses. Simple geometric problems; application in working drawings of type forms and joints, using all the conventions.

Decoration.—Greek and Roman ornament and architecture studied; main characteristics and examples of each style. Designs for iron work grillels, brackets, beds, and registers. Designs for folio covers.

Artists.—Those represented by pictures and casts in school room.

HIGH SCHOOL.

Mediums.—Pencil, charcoal, charcoal gray, water color, and pen and ink.

Representation.—Review of perceptive principles and more attention to details of form and color. Pose drawing. Cast drawing, and landscape composition.

Construction.—Use of T square, triangles, drawing board, ink and ruling pen in making patterns and working drawings of type forms, joints, screws, crosses. Much practice in careful printing. Work the result of original thinking.

Decoration.—Review of the essentials of good design. Application in design for stained glass, cups and saucers, plates, doilies, silk patterns, wall paper, Easter cards and Arbor Day program, rugs, embroidery.

Artists.—Praxiteles, Myron, Raphael. Corot, Guido Reni,—these are chosen because reproductions of their work are to be found in the high school.

Respectfully submitted,

IDA M. CRAVATH,

Supervisor of Drawing.

REPORT OF THE SUPERVISOR OF MUSIC.

To Mr. R. B. Dudgeon. City Superintendent of Schools, Madison, Wis.

DEAR SIR:—I hereby submit the report of the department of music for the year ending June 9, 1905.

During the year the following points have been emphasized: (1) care of the voice and production of tone, (2) individual work among the less gifted pupils (3) correct song interpretation and expression, (4) definite instruction in the elements of music, and (5) drill in sight reading.

The work has been planned along broad, fundamental lines looking to the best future results. Much can be gained from music in a general way without special study, but it is the writer's belief that real enthusiasm and enjoyment of music comes from a clear, definite understanding of the subject.

THE VOICE.

While it is not possible to give much individual attention to voice work in the schools, yet the supervisor must keep constantly in mind the nature of the child voice and so conduct the singing as to preserve it and at the same time lead to a proper development of the vocal organs. Correct habits of singing should be formed while the child is young.

Special teachers of voice sometimes advise the children who are in their classes not to sing in the schools for fear of injury to the voice. It must be admitted that too often this fear is well grounded. Careless and loud singing may result in permanent injury. The teacher and supervisor must guard against this but if reasonable care is taken there is little danger. On the contrary, the work of the school-room should supplement that of the vocal teacher. Daily singing, if done in the right manner, cannot help but be beneficial, and the knowledge of the rudiments of music gained during the course saves much time and expense to those taking private lessons, and to a large extent takes the place of such lessons to those who are not so favored.

Besides occasional special vocal drills such songs and exercises have been chosen as would bring the best results. It has been our aim not only to have the children sing in a more musical way but to have them hear better, a very essential point in good singing. The general quality of the tone has improved especially in the lower grades.

Madison Public Schools.

"MONOTONES."

One of the most difficult problems which the supervisor has to meet, and it is found in every city, is the question of the monotone. Always at the beginning of the year several of the children in the different rooms seem to have little or no appreciation of pitch and sing on a single tone. These children are commonly called "monotones" although improperly so called.

A real monotone is one who has a positive physical defect, either of the vocal organs or of the ear, consequently cannot utter correct tones because of lack of proper control of the voice or inability to judge a tone when sung. Fortunately there are few who really belong in this class. There are many people who do not sing, but the number who cannot sing is comparatively small.

Some pupils do not take up music as quickly as others, but if given special help in the lower grades they will get a sufficient start to enable them to carry the work with the rest of the class. If left to themselves, however, they will sing out of tune, much to the annoyance of the school, until they learn that their singing is wrong, when they will probably stop singing altogether.

All children enjoy music and are not only willing to sing but anxious to do so until it becomes evident that they are out of harmony with the rest of the school. As stated above, in most instances these children can be taught to sing correctly if given sufficient help early in the course. It will require some special effort on the part of both the supervisor and the regular teacher, but the results are of such importance not only to the individual child but also to the school as a whole that it well worth while.

We have given considerable attention to this work and believe something has been accomplished. If such work is continued from year to year the "monotones" will almost entirely disappear in the upper grades and will be reduced to the minimum in the lower grades.

SONGS.

In visiting the various schoolrooms of the city one finds pictures and statuary representing the best in art. The value of this in connection with the work in drawing can scarcely be overestimated. These perfect examples kept

before the pupil throughout his school life cannot but help to foster a love for the true and beautiful in art. This is reflected not only in the daily lesson in drawing but also in the general atmosphere of the school.

For the same reason it has been the aim in music to keep the best songs before the children. If a few of these are well learned in each grade the pupil will have a list of songs which will not only give pleasure through life but will mean much to him in forming his musical tastes. True and beautiful poems sung to pure, wholesome music is a good antidote for some of the trivial music which is flooding the country today. Many of the gems of poetry which the children commit to memory are set to music by our best composers. The music for these should be learned after the poems have been studied. It will add much to the pleasure and benefit to be derived from them.

Due attention has been given to the meaning and to the proper expression of songs. If a song is well written the music supports and strengthens the meaning of the words. The children are led to see this and to enter naturally into the spirit of the song. It thus ceases to be a mere recital of words to a given melody but is full of meaning.

The text books in use do not contain a sufficient amount of good song material, hence we have to draw largely from outside sources. However not so much has been accomplished in general singing as would have been done under more favorable conditions. Songs should receive a larger proportion of the time than has been possible this year.

MUSICAL THEORY.

Going hand in hand with music as a culture study should be a definite study of the elements of music. It is by this means only that real progress can be gained. This work should not be made dry and technical, and it need not be so, but there is no way to escape it if the best results are to be obtained.

One might as well try to master the subject of literature through being told the stories of the great masterpieces as to learn music wholly or even to a large extent by rote. It is true that story telling may have its place in literature just as rote-singing has an important place in music, but the ability to read the printed page is necessary in the study of

literature. In the same way, to know music in a true sense one must be able to grasp the musical thought through the outward signs—clef, bars, notes, etc.—and the more perfectly these are understood the more freedom the singer has and the greater the possibilities before him.

This phase of the work has been somewhat emphasized during the year. We have tried to better systematize it and bring about a greater unity in the work of the different grades. Each teacher should know what has been done in the previous grades as well as the special points for study in her own and succeeding grades. This is true in all other subjects in the school and is just as important in music.

Some written work was done during the latter part of the year. It proved interesting and helpful. All the pupils are on an equal footing here and many who were backward in singing excelled in the written exercises. This enables the teacher to follow the progress of each pupil and encourages the children to organize their work in music.

SIGHT-READING.

One may have a perfect knowledge of the elements of music, yet if that knowledge is not put to practical use it will avail him but little. Sight-reading should keep pace with the theoretical side of the subject. The ability of the pupil to read at sight music of ordinary difficulty is a good test of the work being done. This, of course, is not the only test, for music is more than glibly singing in perfect tune and time, but the more readily one reads the more time he will have for the study of the meaning and expression of a song.

In this work the pupils have been thrown on their own responsibility as much as possible. When taking up an exercise for the first time a moment was allowed in which to establish the key and time, after which the class was expected to sing through to the end without hesitation. I believe such work to be of value, as it makes the child alert and encourages independence. Occasional mistakes were made, as would naturally be expected, but these were corrected in further study. Individual recitations along this line have also proved helpful and interesting.

THE KINDERGARTEN.

The work of the kindergarten has an important influence on the music in the grades. The child who has had the advantage of such training enters the first grade with a musical foundation far in advance of the one who has not had the same opportunity. Besides having a list of songs at his command he has gained some idea of melody and rhythm and has learned something of the use of his voice.

In another part of this report I called attention to the question of monotones in the school. I may add here that this is evident to a much less degree in the buildings containing kindergartens than is true of those where the children first enter school direct from the home. This speaks well for the kindergarten.

It was my pleasure to visit some of the rooms during the year and I wish to commend the work seen. The songs used were of a high type and were sung in a musical way. Music in the schools will have gained an important point when it is possible for all the children to have the advantage of this valuable training before entering the grades.

THE HIGH SCHOOL.

The chorus work of the high school has been ably conducted by Mr. Bredin. The general singing at the opening exercises have been continued as usual. On the mornings set aside for chorus study several new choruses were learned and the old ones reviewed. More new songs, however, are needed as well as a book containing patriotic and other songs suitable for general exercises.

While something is to be gained by having all the school take part in the chorus work, as has been the custom, yet it would be well in addition to this to set aside a special time for a picked chorus of those especially interested in singing. Many would be glad to take advantage of such an opportunity to continue the work done in the grades. Too often there is little or no connection between the music of the high school and that of the grades. This is unfortunate for the music student, as it usually means that he must slight his music, or perhaps drop it altogether, at a time when he can least afford to do so.

Some of the high schools in different cities have overcome this difficulty by making music elective as a major study and allowing credit toward graduation on the same basis

as the other studies. This is a great advantage to the student and places him on an equal footing with the student who wishes to make history or literature his principal study.

Madison Public Schools.

It would not, of course, be possible or even desirable to put music on such a basis at once, but if something could be done looking toward that end it would prove beneficial. If nothing more could be done than to arrange for two or three classes each week it would be worth while.

The school was entertained at various times with musical numbers by different musicians from the city and from the University. This was highly appreciated. The Girls' Chorus, under the direction of Mr. Bredin, sang before the school several times and was well received.

An orchestra was organized early in the term and rehearsals continued throughout the year. Fair progress was made and a good foundation laid for future work. The orchestra was on the program for the Teachers' Association and furnished the music for the German play given at the high school.

It is hoped that the orchestra will be continued and that similar organizations may be formed. There is sufficient material for a good mandolin club and by admitting some of the boys in the ward schools a band is possible. I believe that all such organizations have a good influence on the general life and spirit of the school.

RECOMMENDATIONS.

It has been recommended in former reports that a change in text books is needed. I heartily concur in this opinion. As has been pointed out herein before, while the Normal Music Course is rich in valuable material for study it is very deficient in songs. There are not enough of them and those which are given are not always satisfactory. If a complete change of books is not made it would be advisable at least to supplement the present text by the purchase of books containing suitable songs Considering, however, the dilapidated and unsanitary condition of many of the books in the hands of the children at the present time it would be best to make a definite change. Especially is this true of the first three books. A change in the eighth grade is not quite so important, as the book in use will answer the purpose fairly well for a time. Supplementary choruses would add to the value of the work in this grade.

The board of education has been very liberal in furnishing pianos for the schools, standing all the expense in some instances and assisting where special funds have been raised by the schools. Most of the large buildings have upright planos which are in fairly good condition; a few, however, need yet to be supplied. The Hawthorne and Longfellow schools have no instruments and the Doty school is little better off. The piano in the latter building is wholly unfit for use and I think should be removed, even if another cannot be purchased now to take its place. I consider it a detriment to the musical sensibilities of the children to listen to an instrument in that condition. It would be well also to replace the square pianos in the halls of the Brayton and Lapham schools with good upright pianos. These could then be placed in the principals' rooms, the proper place for them as it seems to me.

If new books are supplied in which piano accompaniments are given with the songs it would add interest and be helpful to use the piano more in the eighth grade than has been the custom in the past. This need not interfere with the use of the piano in marching, as it can be heard distinctly when the doors are open.

CONCLUSION.

It is the duty of the supervisor, as I understand it, to outline the work and place it before the teachers in such manner as will enable them to follow it clearly; to present most of the technical points of study to the class and help over special difficulties; to so conduct the work that the pupils will receive the greatest benefit possible; to give such individual assistance to both teachers and pupils as occasion seems to require; and be ready at all times to do whatever will advance the cause of music in the schools and in the community. This I have done to the best of my ability. The real success however, depends to a great extent upon the work of the regular teacher, and whatever may have been accomplished during the year is due in a large measure to the earnest and efficient work of the Madison teachers. I wish to thank them for their hearty support and for the general feeling of good will which they have shown. I thank you for courtesies shown and in leaving the work assure you of my good wishes. I shall be glad to render any service in the future so far as my duties at the University will allow. Respectfully submitted,

HERMAN E. OWEN.

REPORT OF THE SUPERVISOR OF MANUAL TRAINING

To Mr. R. B. Dudgeon, City Superintendent of Schools, Madison, The department of manual training in the public schools of Madison was organized in February. 1905. The room in the Washington school is equipped for bench work. The equipment consists of ten double and four single benches, with individual tools for each bench and a good assortment of general tools for the use of all who may need them. Instruction is given to the seventh and eighth grade boys. Each boy in these grades receives one lesson of seventy-five minutes per week in the special room. The course of instruction as outlined at present consists of twenty models. In the beginning each boy makes his models a given size and shape; later he is given the problem of making a given model according to his own design but involving the given exercises. The following is the course:

MODELS	NEW TOOLS	NEW EXERCISES
1. Fingernall cleaner	1 '	Long, straight, convex and concave cuts
2. Plant stick	Guage, ripsaw, plane, square	Ripping, long, narrow, surface planing
3. Puzzle	Augar bit	(Boring with augar bit,) short surface planing
4. Thread winder 5. Level	Center bit Block plane	Boring with center bit End planing
6. Bread board	Chisel	Wide surface planing,
7. Flowerpot stand	Hammer and nall set	Ripping between two
8. Windmill head	None	4 Making half lap joints
9 Windmill tail	Sliding T level	Marking and cutting bevel
10. Bench board	Screwdriver	Gluing and fastening with screws
ll. Hammerbandle	Spoke shave	Shaping with spoke shave
12. Pen tray 13. Coat hanger	Gouge	Gouging
14. Key rack	Mitrebox	Sawing with mitre box, simple inlaying
15. Flat rule	None	Planing thin piece
16. Mitrebox	Steel square	Marking and sawing
17. Breadboard No. 2	Turning saw	Planing across grain, sawing curve
18. Picture frame	Rabbet plane	Planing rabbet, fitting
19. Book support	None	
20. Letter rack	None	Gluing wedges, boring holes that intersect

[.] The instruction is all individual. As soon as a boy finishes a model he begins a new one.

Respectfully submitted,

FRANK R. FROEHLICH.

REPORT OF COMMITTEE ON HIGH SCHOOL.

To the Board of Education, Madison, Wis.

GENTLEMEN:—The Citizens' Visiting Committee begs leave to submit the following report of its examination of the high school:

The building is crowded, the halls are dark and uninviting. The urgent need of ampler quarters, better light, better air, the committee desire to emphasize in the strongest possible terms. We trust that the next visiting committee will see the present building demolished and a new one, adequate and beautiful, rising in its place.

The school is well officered; the teachers are, in general, competent and alert. Many of the teachers have been connected with the school so long and their work is so well known to the members of the committee that our examination of the school has consisted mainly in looking over the work of the new instructors and in noting the necessary changes that take place in every school even though the instructional force changes little.

We are pleased to observe that the teachers who have been longest in the high school still keep up their interest and enthusiasm in the work; we find little or no evidence of their getting into ruts. The work of the newer teachers is mostly good. There is a tendency, however, in some to use sarcasm as a prod to drive the dilatory student up the hill of learning. We doubt the efficacy of this means, even in the case of the dull and the lazy, and we are quite sure that it reacts upon the better students; besides it tends strongly to become a habit in him who practices it, and as habit it more fitly belongs to the police court lawyer or the stump speaker than to the teacher.

There seemed to the committee everywhere an effort to cover more ground, to quicken the pace. This may come from the recent demand made by the university. In the mind of the committee the whipping up process will not always bring the student by the easiest way to the desired goal. The present pace is probably quite up to the limit for the average boy or girl. The committee is of the opinion that more ground can be covered and well covered by better presentation of the matter. In many subjects in every American school the average student travels much of the time in the fog; often when a subject is begun, or when a new method is introduced or a new subdivision entered upon

there is a period of absolute blackness. This might be avoided if the teacher looked out for "what is coming"; ten minutes judiciously spent will often prevent a fog, bring delight to the student and relief to his parents or older brothers and sisters who are usually appealed to for help when the darkness grows dense. These periods of blackness, when the student cannot move forward one inch, rapidly waste his time and kill his interest. Whether in mathematics, or physics, or German grammar, the hard places should be made easier, and the dark ones should be illumined. We are glad to know that much of this expository work is now being done both by the regular teachers and by the extra teachers, the helpers of the individual student. The new high school building will give opportunity for the further broadening, clarifying and individualizing of instruction. Education, especially for the young, should not be made a matter of mere guessing on the part of the student. Puzzles and charades do not constitute education.

The problem of secret societies in the high school has for several years engaged the attention of successive visiting committees. The opinion has been practically unanimous that such organizations were not favorable to scholarship, nor to that broad democracy that has hitherto characterized our public schools. Your committee heartily agree with this opinion and here regret that more progress has not been made towards eliminating these organizations from the schools. The reasons that are urged, or may be urged, for such organizations in colleges or universities, where most of the students are away from their homes, do not exist in the case of the high school. Boys from twelve to sixteen have not come to such self consciousness and control that they can easily avoid the evils incident to such societies. The drunken debauch at a meeting of the representatives of one of these organizations in this city, recently, is illustrative, not of the esssential badness of boys, but of their immaturity, and suggests as a remedy more of parental control and influence and less dependence upon immature companions, though bound together by the whole Greek alphabet. Boys of fifteen, sixteen, and seventeen should not be exposed to the temptations of the Banquet Board with all its accompaniments of wine and cigars. Imitation of one's elders is all right along some lines, but age and general development make a great difference along many lines.

Nor do these organizations seem to be tending toward greater maturity in their membership. They are not confining themselves to the later years of the high school, but are

steadily pushing their influence back into the grades. Their pledglings are found in the eighth, seventh, and even in the sixth grades of the grammar school. With the erection of a new building will come a rapid expansion of the high school; with this expansion will almost surely come the multiplication of these organizations. They are not organized to promote scholarship or democracy or even good citizenship. A recent graduate of the high school, a member of a fraternity, in speaking of the ineffectiveness of the present rule of the board, said: "When a young man enters the high school he has the choice of four years of fun in a fraternity, or four years of hard work with a possible high record in scholarship; which will he take?"

The committee is of the opinion that the present rule of the board, which excludes members of these organizations from representing the school in all contests and from class honors, while it has limited their activity in high school politics, has not hastened the removal of the societies from the high school itself, because the things they are deprived of are not the things they most desire. We suggest that a rule that would leave the members of these organizations in possession of all their privileges in the high school in consideration of their agreement to take in no new members would be better, would, at least begin the slow elimination of the organizations from the school, and we believe that the somewhat chaotic condition that must necessarily attend the transfer from the old building to the new would be a most favorable time for such a change. The new building should have no room for cliques or clans, but only for that broad democracy that makes America and her institutions possible. Twenty years from now our boys and girls will themselves constitute the board of education, the faculty. and the visiting committee and can then, in their riper wisdom, if they so wish, establish the fraternities and sororities as an integral part of the high school curriculum for their own boys and girls, and so establish the stupid oldfogyism of this committee.

D. B. FRANKENBURGER, Chairman.

A. E. HOHLFELD,

ABBY S. MAYHEW.

ELSBETH VEERHUSEN.

A. W. STALKER.

E. B. SKINNER.

E. R. MAURER.

ARABELLE S. BRANDENBURG.

Madison, July 8, 1905. Mrs. J. A. AYLWARD.

REPORT OF COMMITTEE ON GRAMMAR GRADES.

To the Board of Education, Madison, Wis.

GENTLEMEN:—The committee appointed to visit the grammar grades of the city schools submit the following:

As the appointments were made late we have had only a short time in which to visit and form an estimate of the schools as a whole. There are a few things which to us seem very important for the best welfare of the pupils, both physically and mentally.

We therefore recommend:

That the seats be graded in many of the rooms.

That a teacher of writing be employed and the present vertical system changed.

That note books be used for the arithmetic work in place of separate papers, that the pupils may keep the work for future reference.

That the pay of our best teachers shall be raised if possible, thus making it unnecessary for them to accept outside offers

That domestic science shall be taught in all our schools at no distant day, in order that the pupils may get the best possible training before leaving the eighth grades.

Respectfully submitted,

MARION A. GILMORE.
HELEN GALE ADAMS.
EDITH M. CLAUDE.
ESTHER R. HEAD.
BLANCHE V. RATCLIFF.
BERTIE L. WHELAN.
ESTELLA D. CONRADSON.
ELIZABETH B. HARPER.
MAMIE C. CURTIS.
ELIZABETH A. TENNEY.
MYRA T. CARY.

Madison, Wis., June 8, 1905.

REPORT OF COMMITTEE ON PRIMARY GRADES.

To the Board of Education, Madison. Wis.

Gentlemen:—In submitting our report we have first to commend the earnest and faithful work of the teachers, and the interested and careful work of most of the janitors, who, in co-operation with the teachers, are using their best efforts to keep the buildings clean and wholesome. We also wish to commend the careful planning of the new Irving school building in the Sixth ward, in which we found sufficient light and an effective heating and ventilating plant, and hygienic water closets, which are automatically flushed. The great lack in this building, as in all the other public school buildings of this city, is a total disregard of any arrangements for supplying moisture to the atmosphere of the school rooms, and a disregard of the necessity of supplying adjustable desks for pupils of varying sizes in the same grades.

To realize the far reaching importance of the above mentioned points the reader is referred to a thesis prepared by W. P. Colburn upon "Hygienic Conditions in Certain of the Madison Public Schools." This thesis, prepared during the past year under the direction of the department of education in our university and is to be found in the university library.

Some of the most imperative needs of the older buildings are apparatus for supplying moisture to the atmosphere and removing partitions to let in more light. The need of more light was especially noticed in the Brayton school, in the fourth and first grade rooms. Here many mothers report positive injury done to the eyes and health of their children. Some dark passages in the Draper school seemed very objectionable. There is also need of a new floor in the kindergarten room of the Washington school; and a pressing need of a new system of heating and ventilating for the entire old part of this building.

The lack of sufficient play grounds was especially noticeable in the Brayton, Irving, Doty and Washington schools. The committee urge that more land adjoining the present meagre school grounds be purchased for play grounds and

school gardens. Some generous citizen may be interested in helping to supply this need. Until this is accomplished it is suggested that the little girls of the Doty school be allowed to use the front yard instead of playing in the street.

The committee also suggest that provision be made for supervision of the play during the recess periods, that manual training be given to the girls as well as to the boys where no provision is made for domestic science and that it be introduced in the lower grades as fast as possible.

The nature study would be far more practicable if studied in connection with school gardens. The reading would be improved in nearly all the primary grades by the teacher working far greater naturalness of expression. The language work would grow in effectiveness by the teacher reading aloud more from good literary material and by helping the children to work out through dramatization much that the teacher thus presents to them. Through this method the children's thoughts would be broadened and their power to express themselves increased.

Much loss of time has been occasioned during the past year by the spreading of contagious diseases in the school, even with the utmost care on the part of the superintendent and teachers. This suggests the need of almost daily examination of the children in every school by a specialist. Such examinations we feel ought also to correct much defective sight, hearing and breathing observed in some of the schools. Respectfully submitted,

HARRIET F. E. O'SHEA.

ADMISSION TO HIGH SCHOOL

Admission to the high school may be secured as follows:

- 1. Graduates of the eighth grade of the Madison public or parochial schools may be admitted upon the presentation of a certificate of admission signed by the superintendent of city schools.
- 2. Graduates of the eighth grade of the schools of other cities or of the country schools are admitted subject to such conditions and examinations as the superintendent may impose.
- 3. Candidates for advanced standing are admitted upon the following conditions:
- (a) Graduates from schools accredited to U. W. or a similar institution may be given credit for completed work provided such work is equivalent in text-book, time, method and standing to that required in the Madison high school. In any case the credit given will be conditioned upon the character of the work done while with us.
- (b) Upon examination in subjects for advanced standing. This will apply to pupils coming from three-year high schools.

In all cases the credit to be given will be determined by the superintendent and principal.

TUITION.

Tuition for all non-resident pupils, that is, pupils whose parents do not live in the Madison school district, is as follows:

	High School.	Ward School.
Fall term	. \$10 00	\$6 00
Winter term	. 8 00	5 00
Spring term	. 6 00	4 00

Tuition is payable at the opening of each term. No reduction in tuition will be made in case of absence for less than one-half term.

MADISON HIGH SCHOOL COURSE OF STUDY

YEAR.	Required Studies.	Elective Studies.
I	Algebra 5 English 5 History 3 Drawing2 Rhetoricals 1	German
11	Algebra 5 lst half year History5 English3 Rhetoricals 1	German5, Whole yr. Greek5 2d half year Physiology5 " " " Latin5 Biology5 { Zoology or } Botany. ke 19 hours of work.
111	Physics5 English 2 or 5 History3 or 5 Each pupil to ta	Latin 5 Greek 5 Arithmetic 5 ke 20 hours of work.
IV	Geometry5 English 2 or 5 History 5	Latin

- 1. To graduate, a pupil must complete fifteen units.
- 2. A unit means one subject pursued for five periods a week throughout the year.
- 3. Pupils will not usually be allowed to elect studies beyond the limit of the year in which they are classified.
 - 4. All required studies must be taken.
- 5. Studies completed in any given year are given full credit in making up the total necessary for graduation.
- 6. The numbers opposite the studies indicate the number of recitations per week.
- 7. In making out the studies to be pursued for a given year the pupil must first take the required studies for that

4 78 11

year and then add enough from the elective studies to make the required number of hours per week for that year.

The following are suggestive courses arranged from the required and elective studies to aid pupils in planning their work:

			1	ı		,
		SSICAL.	Modern Classical.	GERMAN.	SCIENCE.	ENGLISH.
I	lst Semester	Algebra5 Latin5 English5 History3 Drawing2 Rhetori's.1	Algebra5 Latin	Algebra5 German5 English 5 History3 Drawing2 Rhetor!'s.!	Algebra5 Phy. G / 5 Civics / 5 English5 History3 Drawing2 Rhetori's.1	Same as Science Course.
	2d Semester	Algebra5 Latin5 English5 History3 Drawing 2 Rhetori's.1	Algebra5 Latin5 English5 History3 Drawing2 Rhetori's.1	Algebra5 German5 English5 History3 I)rawing2 Rhetori's.1	Algebra5 Phy G 5 Civies 5 English5 History3 Drawing2 Rhetori's.1	Same as Science Course.
11	1st Semester	Algebra5 Latin5 English3 History5 Rhetori'e.1	Algebra5 Latin5 English3 History5 Rhetori's l	Algebra5 German5 English3 History5 Rhetori's.1	Algebra5 Zoolo'y or Botany5 History5 English3 Rhetori's.1	Same as Science Course.
	2d Semester	Greek5 Latin5 English3 History5 Rhetori's.1	German .5 Latin5 English3 History5 Rhetori's.1	Physio'y5 German5 English 3 History5 Rhetort's.1	Physio'y5 Zoolo'yor Botany5 History5 English3 Rhetori's 1	Same as Science Course.
III	1st Semest.	Physics5 Latin5 Greek5 History3 English2	Physics5 Latin5 German5 History3 English2	Same as Science Course except that Ger. is more advanced.	Physics5 German5 English5 History5	Physics5 Arithm'c5 English5 History5
	2d Semest.	Physics5 Latin5 Greek5 History3 English2	Physics5 Latin5 German5 History3 English2	Same as Science Course (Advanced German.)	Physes5 German5 History5 English5	Physics 5 Arithm'e 5 History 5 English 5
ıv	1st Semest.	Geome'y5 Greek3 Latin5 English2 Hist. U.S.5	Geome'y5 Latin,5 German3 English2 Hist. U.S5	Same as Science Course (Advanced German.)	Geome'y5 German5 Hist. U.S5 English5	Geometry.5 Eng.Gr'm 5 English5 Hist, U.S5
	2d Semest.	Geome'y5 Greek3 Latin5 English2 Hist. U S5	Geome'y5 Latin5 German3 English2 Hist. U.S5	Same as Science Course (Advanced German.)	Geom e 'y5 German5 Hist, U.S.5 English5	Geometry.5 Econom's.5 English5 Hist U.S5

TEXT BOOKS

WARD SCHOOLS.
Rational Elementary Arithmetic.
Rational Grammar School Arithmetic.
The Natural Geographies.
Sheldon's Word Studies.
First Lessons in Language,
Southworth.
Elements of Composition and Grammar,
Southworth.
Smith's Physiology.
History of the United States.
Fisk, McMaster. Scudder, or Gordy.
Sheldon & Co., Vertical System Penmanship.
Normal Music Course.
The Prang System of Drawing.

HIGH SCHOOL.

Shakespeare—Selected Plays
Commercial Arithmetic
Algebra
Geometry Shutts
Composition and Rhetoric
American Literature
English Literature
Latin GrammarBennett
Latin Lessons
Caesar Kelsey
Latin Composition
Cicero D'ooge
Virgil Knapp
Greek Grammar
Greek Lessons White
Greek CompositionBonner
Anabasis Goodicin
Homer Seymour
German LessonsSpanhoofd
German ReaderBrandt

Text Books

Physical Geography
English HistoryLarned
Ancient History
Mediaeval and Modern History
American History
Civil GovernmentJames and Sanford
Physiology Martin
Botany Coulter
PhysicsC'arhart and Chute
ZoologyJordan and Kellogg
In the higher Latin and Greek courses any approved text-
book may be used.

HIGH SCHOOL GRADUATES

A full list of the graduates from the High School for previous years, will be found in the Annual Report of 1903-04.

CLASS OF 1904.

Mattie May Austin. Ellis Pitt Abbott, U. W. Susan Naylor Armstrong, U. W. Hazel Viola Alford. William Joseph Bollenbeck, U. W. Otto Conrad Breitenbach. Emily May Bresee, U. W. Robert W. Bridgman. Anna Blackburn, U. W. Emily Ellen Chynoweth, U. W. Edwina Mary Casey, U. W. William Henry Conlin, U. W Bessie Rachael Coleman, U. W. Mary Coleman, U. W. Martha Elizabeth Curtis, U. W. Leula Elsie Dillon, U. W. William Barstow Dugan, U. W. Audrey Amazon Davenport, U. W. Helen Flint, U. W. Edwin Gordon Fox, U. W. Marion Emma Frederickson, U. W. Olive Marie Fehlandt, U. W. Flora Moseley Gilman, U. W. Jessie Alletta Johnson. Ruby Holt. Florence Alford Jewett. Ruth Leland Jennings, U. W. J. Cornelius Johnson, U. W. Elizabeth Verran Joslin, U. W. Emma Kahl, U. W. Mary Fidelia Longfield, U. W. Mamie Ella Lathrop. Sylvia Elizabeth Lounsbury, U. W. Vera Alice Langdon, U. W. Elizabeth Lacy.

Claude Campbell Luckey. Mary Florence Maher. Raymond Winthrop Moseley, U. W. Alexander William Morgan, U. W. Norma Marie Nebel, U. W. Walter Nebel, U. W. Eugene William Nebel, U. W. Elizabeth Cecelia O'Grady. Edna Emma Pfister. Kate Post. Bernice Quinn, U. W. Mabel Elmira Rimsnider. Walter John Reif. Clara Edna Schneider. Paul Swenson, U. W. Aldyth Maud Hungerford Shaw, U. W. Lula Sophronia May Starks, U. W. Carlton Hendrickson Stalker, U. W. Charles Forster Smith, U. W. Anna Isabel Togstad, U. W. Jennie Mabel Taylor. Mary Janet Van Hise, U. W. Irene Bergita Vick. Ruth Corbett Van Slyke, U. W.

CLASS OF 1905.

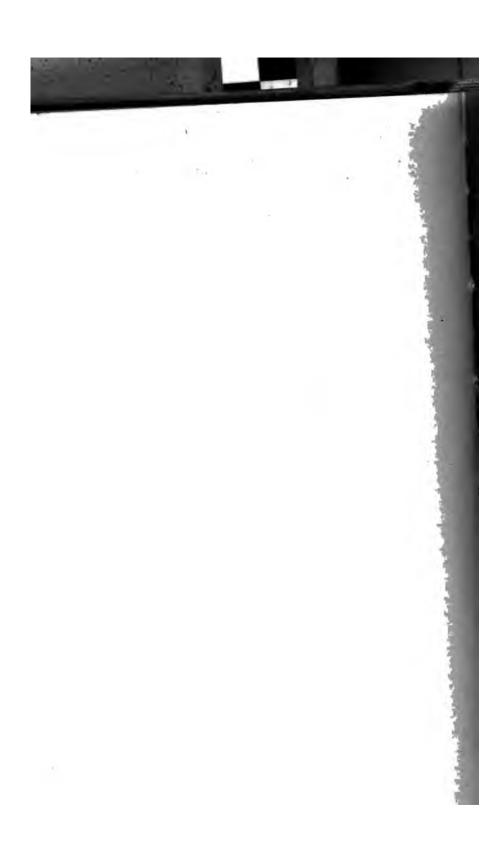
Those marked U. W. are intending to enter the University this fall. Alice Irene Alford, U. W. Annabelle Allen, U. W. Lona Irene Bergh, U. W. Frederick Sarles Brandenburg, U. W. Elizabeth Brown, U. W. Dorothy Marie Burnham, U. W. Henry Balsley, U. W. Emilie Anna Boelsing, Whitewater Normal School. Alma Marie Boyd. William Edward Boyle. Anna Isabel Butler. Elsie Josephine Bird, U. W. Beulah Jennie Chamberlain. Phillips Chynoweth, U. W. Clara Margaret Cronin, U. W.

Madison Public Schools.

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Edna Lorene Confer, U. W. Alice Beatrice Cronin, U. W. Edwin Ford Curtiss, U. W. Burton Lamont Cramton. Elizabeth Hyacinth Conlin. Katherine Agnes Donovan, U. W. Anna Regina Dunn. Victor Peter Diedrich, U. W. Anna Josephine Esser. Edward Philip Farley, U. W. Ida Fenton, U. W. Theo Fenton, U. W. Jane Bopeep Gapen, U. W. Alice Mary Grover, U. W. Earle Edwin Gibbs. Samuel Gallagher. Olive Goldenburger, U. W. Clara Elizabeth Hartwig. Josephine Heuer, U. W. Sidney Philip Hall, U. W. Emma Isabel Hean. Madge Evelyn Holcombe, U. W. Elnora Jean Hoyer. Frank Gardiner Hood, U. W. Agnes Learned Johnson, U. W. Harry Kessenich, U. W. Mabel Grace Kelly. Caroline Kleinheinz, U. W. Anna Bell Kirsch. Stella Otilla Kayser. U. W. Isadore Kollis, U. W. Barbara Hazel Klinefelter, U. W. Blossom Katherine Marie Law, U. W. Agnes Veronica Leary, U. W. Caroline Gail Libby, U. W. Mary Ellen Longfield, U. W. Margaret Blanche Lyle, U. W. Tennyson Lathrop, U. W. Louis Martinus Larson. Sara Blanche Morgan, U. W. Helmer Clarence Nelson, U. W. Lylia Jeannette Owens, U. W Gladys Eva Priest. Marie Louise Pressentin, U. W.

Frances Post. Nellie Claire Roybar, U. W. John Logan Rogers, U. W. Edna Arlisle Roloff, U. W. Stephen Francis Regan, U. W. Morris Wilford Richards, U. W. Lillie Josephine Scott. Alice Adell Sprecher, U. W. Anna Emelie Syftestad, U. W. Mabel Silbernagle. Jessie Clemons Smith, U. W. Margaret Helen Sullivan, U. W. Ole Selmer Syftestad, U. W. Mary Katherine Taylor, U. W. Kate Trainor, U. W. Mary Regina Tormey, U. W. Alva Samuel Thompson. Joseph George Taylor. Jennie Elizabeth Vernon, Man. Training School, Menomonie. Lulua Wittl, U. W.







Annual Report

of the

PUBLIC SCHOOLS

of the

City of Madison, Wisconsin

1905-1906



1.184259

MADISON, WIS.
TRACY, GIBBS & CO., PRINTERS
1906

DIRECTORY.

BOARD MEETINGS.

Regular meeting of the Board—First Tuesday of each month, at 7:30 P. M., Rooms Board of Education,

115 N. Carroll St.

SUPERINTENDENT.

Office of Superintendent—115 N. Carroll St. Office hours, from 8 to 9 A. M.

SCHOOL SESSIONS.

High School—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Longfellow School—From 9:00 A. M. to 12 M., and from 1:30 to 3:30 P. M. Hawthorne School—From 9:00 A. M. to 12 M., and from 1:30 to 3:30 P. M.

SCHOOL CALENDAR-1906-1907.

FALL TERM-

Opens Tuesday, September 10, and closes Friday, December 21.

WINTER TERM-

Opens Monday, January 7, and closes Friday, March 29.

SPRING TERM-

Opens Monday, April 8, and closes Friday, June 14.



BOARD OF EDUCATION.

1906.

OFFICERS.

ANTHONY DONOVAN	President
O. S. Norsman	Clerk
FRANK ALFORD	Treasurer
R. B. DUDGEON	Superintendent
M	EMBERS.
	Term Expires.
O. S. NORSMAN	515 North Henry1906
VICTOR LENHER	158 Summit Ave1906
FRANK ALFORD	25 West Dayton1907
GEORGE KRONCKE	1021 Rutledge1907
ANTHONY DONOVAN	339 W. Washington1908
F. W. ARTHUR	218 E. Mifflin1908
MAYOR Jos. C. SCHUBERT	1118 Sherman Ave Ex-Officio
ALD. A. G. SCHMEDEMAN	118 West Wilson Ex-Officio

COMMITTEES.

STANDING.

VISITING.

CITIZENS' VISITING COMMITTEES.

HIGH SCHOOL:-

PROF. F. G. HUBBARD, Chairman.

PROF. J. F. A. PYRE,

MRS. A. W. MOORE,

PROF. S. H. GOODNIGHT,

MISS KATHARINE ALLEN,

REV. F. T. GALPIN,

MISS E. A. HUNTINGTON,

PROF. E. W. OLIVE,

MRS. THOMAS TORMEY,

PROF. A. TEOWBRIDGE,

PROF. E. C. ELLIOTT.

GRAMMAR GRADES: --

MRS. G. M. NECKERMAN, Chairman.

MRS. E. H. FARRINGTON,

MRS. J. H. HEALY,

MRS. S. SWANSEN,

MRS. A. W. RICHTER.

MRS. A. T. REED,

MRS. JULIUS KLUETER,

MRS. HENRY FAUERBACH,

MRS. C. W. CONSTANTINE,

MRS. C. T. ELLIS,

MRS. A. G. SCHMEDEMAN.

PRIMARY GRADES:-

MRS. J. B. RAMSAY, Chairman.

MRS. H. L. BUTLER,

MRS. C. H. ALLYN,

MRS. A. M. STONDALL,

MRS. F. B. WYNNE,

MRS. W. D. TAYLOR,

MRS. B. F. MAUTZ,

MRS. R. R. KROPF,

MRS. CHARLES G. RILEY,

MRS. M. J. BETTS,

MRS. F. W. HALL,

MRS. L. S. SMITH.

DEPARTMENT OF INSTRUCTION.

1905-1906.

R. B. DUDGEONSuperintendent.			
HIGH SCHO	OL.		
J. H. HUTCHISON, Principal	Physics.		
ANNA B. MOSELEY	Latin.		
SUE TULLIS	Latin.		
MARY McGovern	English Literature.		
FLORA C. MOSELEY	English Literature.		
SARA D. JENKINS	English.		
HELEN G. ANDREWS	English.		
EUNICE N. WELSH	English.		
HARRIET E. CLARK	Rhetoricals.		
IRMA M. KLIENPELL	German.		
CABOLINE M. YOUNG	German.		
JULIA E. MURPHY	History.		
Edna R. Chynoweth	History.		
WILL V. POOLEY	History.		
BERTHA H. PREUSS	History.		
Winnie C. Warning	Mathematics.		
A. OTTERSON	Mathematics.		
AUGUST GROSSMAN	Algebra.		
ALETTA F. DEAN	Science.		
INA ZILISCH	Science.		
Joseph H. Baker	Science.		
MARIE McCLERNAN	4.00		
FRANK R. FROEHLICH	Mechanical Drawing.		
ALL SCHOOLS.			
IDA M. CRAVATH	Drawing.		
HANNAH CUNDIFF	Music.		
ELIZABETH C. LANGE	Domestic Economy.		
FRANK R. FROEHLICH	Manual Training.		
SPECIAL TEACHERS.			

STELLA NELSON Primary Grades.

GRACE M. KEIR Grammar Grades.

GEORGE WASHINGTON SCHOOL (First Ward).

MARY L. EDGAR, Principal.... Eighth Grade.

CECELIA O. KAVANAGH Seventh Grade.

ROSETTA BLAZER..... Sixth Grade.

MARY C. OLESON..... Fifth and Sixth Grades.

RENNETTE JONES. Fifth Grade.

GRACE B. BEWICK. Fourth Grade.

HAZEL DOYLE. Third Grade.

FLORENCE NELSON. Second Grade.

Addie I. Sutherland..... First Grade.

ELLA LABKIN First and Second Grades.

CHARLOTTE B. NORTON..... Kindergarten.

HELEN G. Ross..... Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL (Second Ward).

JESSIE M. Bowers, Principal.... Seventh and Eighth Grades.

EMMA H. VAN BERGH..... Fifth and Sixth Grades.

ELIZABETH M. HERFURTH..... Fourth Grade.

EMMA G. HYLAND.... Third Grade.

EMMA SNYDER... Second Grade.

PAULINE SHEPARD ... First Grade.

LOUISA M. BRAYTON SCHOOL (Third Ward).

MABY O'KEEFE, Principal.

ALICE PARSONS Seventh Grade.

FANNIE CRAWFORD Sixth Grade.

ZILLA E. WISWALL Fifth Grade.

CAROLINE A. HARPER Fourth Grade.

ELLA C. HEILIGER Third Grade.

GRACE VAN BERGH Second Grade.

JENNIE M. WILLIAMS First Grade.

JAMES D. DOTY SCHOOL (Fourth Ward).

LYMAN C. DRAPER SCHOOL (Fifth Ward).

ADELINE MARVIN, Principal.... Eaghth Grade.

MARTHA K. RILEY..... Seventh Grade.

HEBMIE MARTIN.... Sixth Grade.

ELGA M. SHEARER... Fifth Grade.

KATE BILLINGTON Fourth Grade. ALICE O. EKERN Third Grade. IRMA B. WISWALL Second Grade. CLARE DENGLER First Grade.
JACQUES MARQUETTE SCHOOL (Sixth Ward). KATE H. FEENEY, Principal . Eighth Grade. LILLIAN D. BAKER Seventh Grade. MAMIE RILEY . Sixth Grade. JOSIE MCDERMOTT . Fifth Grade. LOUISE ZIMMERMAN . Fourth Grade. FANNIE L STEVE Third Grade. EMMA R. SCHEBMERHORN . Second Grade. ELIZABETH J. GRAHAM . First Grade.
WASHINGTON IRVING SCHOOL (New Sixth). EMILY PARSONS, Principal Fifth and Sixth Grades. MAYME L. McMahon Fourth Grade. LIDA LESSIG Third Grade. LIDA E, BRIDGMAN Second Grade. M. ETHEL BROWN First Grade. EMILY McConnell Kindergarten. ELSIE THOM Kindergarten Assistant.
INCREASE A. LAPHAM SCHOOL (Seventh Ward). MAY ISABEL KAY, Principal. Eighth Grade. ELIZABETH DUNLOP. Sixth and Seventh Grades. CHRISTINE BANDLI. Fourth and Fifth Grades. MAYME E. CASEY. Second and Third Grades. EDITH A. GLANVILLE. First Grade. KATHARINE FLEMING Kindergarten. FLORENCE I YON. Kindergarten Assistant.
HENRY W. LONGFELLOW SCHOOL (Ninth Ward). SADIE E. GALLAGHER, Principal. Fourth and Fifth Grades. MABGARET E. CUMMINGS Third Grade. NOBA R. CULLIGAN Second Grade. NORA L. MCKEE First Grade.
NATHANIEL HAWTHORNE SCHOOL (N. E. Dist.) THERESA ARCHIBALD, Principal Sixth and Seventh Grades LUCY M. CANTWELL Fifth Grade.

JENNIE E. NEEVEL..... Fourth Grade.

Madison Public Schools.

Anna Dunlop..... Third Grade.

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ELIZABETH HUGHES Second Grade.

MILDRED LOCKWOOD..... First and Second Grades.

VELMER PRATT First Grade.

WINGRA PARK SCHOOL (Tenth Ward).

ANABEL BUCHANAN...... First, Second, and Third Grades.

DEPARTMENT OF INSTRUCTION.

1906-1907.

1906-1907.			
R. B. DUDGEON	Superintendent		
HIGH SC	HOOL.		
J. H. Hutchison, Principal	Physics.		
Anna B. Moseley	Latin.		
Sue Tullis	Latin.		
HARRY SAUTHOFF	Latin.		
MARY McGovern	English.		
FLORA C. MOSELEY	English.		
SARA D. JENKINS	English.		
HELEN G. ANDREWS	English.		
W. H. SHEPHARD	English.		
FLORENCE STOTT	English.		
HARRIET E. CLARK			
IBMA M. KLIENPELL			
CABOLINE M. YOUNG	German.		
JULIA E. MURPHY	History.		
EDNA R. CHYNOWETH	History.		
MELVIN J. WHITE	History.		
BERTHA H. PREUSS	History.		
WINNIE C. WARNING	Mathematics.		
A. OTTERSON	Mathematics.		
AUGUST GROSSMAN	Mathematics.		
GEORGE R. HOLETON	Mechanical Drawing.		
ALETTA F. DEAN	Science.		
J. H. Baker	Science.		
INA ZILISCH	Science.		
MARIE McCLERNAN	Greek.		
ALL SCH			
IDA M. CRAVATH	•		
HANNAH CUNDIFF			
ELIZABETH C. LANGE			
GEORGE R. HOLETON	manual Training.		
SPECIAL TEACHERS.			
	Primary Grades.		
Grace M. Kier	Grammar Grades.		

GEORGE WASHINGTON SCHOOL (First Ward).

MARY L. EDGAB, Principal.... Eighth Grade.

CECELIA O. KAVANAGH.... Seventh Grade.

THEDA CARTEB..... Sixth Grade.

MARY C. OLESON..... Fifth and Sixth Grades.

RENETTE JONES. Fifth Grade.

MATILDA SMITH. Fourth Grade.

MILLIE ASKEW Third Grade.

FLORENCE NELSON Second Grade.

HAZEL DOYLE. First Grade.

KATHERINE BURNS..... First and Second Grades.

CHARLOTTE E. NOBTON..... Kindergarten.

MABEL LYON..... Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL (Second Ward).

JESSIE M. BOWERS, Principal.... Seventh and Eightn Grades.

NELLIE SPRAGUE Fifth and Sixth Grades.

ELIZABETH M. HERFUETH..... Fourth and Fifth Grades.

EMMA G. HYLAND...... Third Grade.

EMMA SNYDER Second Grade.

PAULINE SHEPARD...... First Grade.

LOUISE M. BRAYTON SCHOOL (Third Ward).

MARY O'KEEFE, Principal Elghth Grade.

ALICE S. GODFROY Seventh Grade.

MAME RILEY Sixth Grade.

ZILLA E. WISWALL Fifth Grade.

CABOLINE A. HARPER Fourth Grade.

ELLA C. HEILIGER Third Grade.

GRACE VAN BERGH Second Grade.

JENNIE M. WILLIAMS First Grade.

JAMES D. DOTY SCHOOL (Fourth Ward).

LYMAN C. DRAPER SCHOOL (Fifth Ward).

ADELINE MARVIN. Principal..... Eighth Grade.

MARTHA K. RILEY...... Seventh Grades.

Department of Public Instruction, 1906-1907.

HERMIE MARTIN	Sixth Grade.
ELGA M. SHEARER	Fifth Grade.
KATE BILLINGTON	Fourth Grade.
ALICE O. EKERN	Third Grade.
IRMA B. WISWALL	Second Grade.
CLARE DENGLER	First Grade.

JACQUES MARQUETTE SCHOOL (Sixth Ward).

KATE H. FEENEY, Principal	Eighth Grade.
NELLIE IVEY	Seventh Grade
FANNIE CRAWFORD	Sixth Grade.
Josie McDermott	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
Anna Dunlop	Third Grade.
EMMA R. SCHERMERHORN	Second Grade.
ELIZABETH J. GRAHAM	First Grade.

WASHINGTON IRVING SCHOOL (New Sixth).

EMILY PARSONS, Principal Filth Grade.
LINA LESSIG Fourth Grade.
CELIA HAMES Third Grade.
FANNIE M. STEVE Second Grade.
Addie I. Sutherland First Grade.
EMILY McConnell Kindergarten.
ELSIE THOM Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL (Seventh Ward).

MAY ISAREL KAY, Principal	Seventh and Eighth Grades.
ELIZABETH DUNLOP	Fifth and Sixth Grades.
S. ALICE BAKER	Third and Fourth Grades.
MAYME E. CASEY	Second and Third Grades.
MABEL L. WEST	First Grade.
KATHERINE FLEMING	Kindergarten.
FLORENCE LYON	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL (Ninth Ward).

SADIE E. GALLAGHER, Principal	Fourth Grade.
MARGARET E. CUMMINGS	Third Grade.
NOBA R. CULLIGAN	Second Grade.
NORA L. MCKEE	First Grade.

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Madison Public Schools.

NATHANIEL HAWTHORNE SCHOOL (N. E. Dist.)

ANNA B. CHAMBERLAIN, Principal Seventh and Eighth Grades.

LUCY M. CANTWELL Sixth Grade.

EMMA VAN BERGH..... Fifth Grade.

JENNIE E. NEEVEL.... Fourth Grade.

ADELINE CORNISH Third Grade.

BESSIE B. ADAMS Second Grade.

VELMER PRATT First Grade.

MILDRED LOCKWOOD First and Second Grades.

ELIZABETH HUGHES Kindergarten.

HELEN G. Ross Kindergarten Assistant.

RANDALL SCHOOL (Tenth Ward).

Anabel Buchanan First and Second Grades.

CHRISTINE BANDLI Third and Fourth Grades.

CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education from July 1, 1905, to June 30, 1906:

RECEIPTS.

Balance on hand July 1, 1905			
State apportionment, school fund		11,589	
City school tax, 1905		55,000	
County school tax, 1905		11, 180	00
Town of Blooming Grove, joint district tax		2, 201	64
Tuitions collected		729	00
Rents collected		1,195	50
Interest on deposits		244	04
School building, bonds sold		25,952	67
Insurance on high school		676	00
Temporary loans, Capital City Bank		49,500	00
Miscellaneous receipts		143	25
•	_		_
	*	162, 158	79
EXPENDITURES.			
Apparatus and library	. 8	470	32
Miscellaneous supplies		3,730	19
Miscellaneous repairs		1,923	
Third ward building, closet repairs		1,678	
Janitors and labor;		6,098	45
Fuel		5, 265	
Furniture		1, 166	
Clerk's salary and census		300	
Free text books		274	52
Printing		350	
Payments on Tenth ward building		10, 493	
Payments on Hawthorne addition		10, 592	
Payments on Irving school		575	
Payments on Doty school		7,600	
Cement walks, grading, etc		845	
Insurance		317	
Macadam and other taxes		395	
Rent paid			()()
None pare	•	0.4	17,



Madison Public Schools.

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Temporary loans repaid	8	42,000	00
Interest on same		561	11
Paid Cass Gilbert, architect		5,000	00.
Teachers' wages and superintendency		59,643	46
Balance June 30, 1906		2, 792	33
9	8	162, 158	79

TREASURER'S REPORT.

RECEIPTS AND DISBURSEMENTS—JULY 1, 1905 TO JUNE 30, 1906

Receipts.

		Accerpto.		
1905	i.			
July	1.	To balance on hand \$	3,747	57
Aug.	1.	Capital City Bank, loan	5,000	00
	10.	J. Kaiser, rent	22	50
	31.	Capital City Bank, interest, July and		
		August	3	24
Sept.	6.	Capital City Bank, loan	5,000	00
	8.	Jos. Kaiser, rent	45	00
	8.	Mrs. Wiric, rent	16	00
	8.	Mrs. Jones, rent	14	00
	30.	Capital City Bank, interest, Sept	5	55
Oct.	2.	Jos. Kaiser, rent	45	00
	6.	Mrs. Wiric, rent	8	00
	6.	Mrs. Jones, rent	7	00
	7.	Capital City Bank, loan	5,000	
	9.	J. P. Mallett. rent, 4 months	160	
	14.	Capital City Bank, loan	5,000	
	31.	Capital City Bank, interest, Oct		91
Nov.	3.	Jos. Kaiser, rent		00
	8.	Capital City Bank, loan	5,000	
	9.	Capital City Bank, loan	5,000	
	17.	Capital City Bank, loan	6,000	
	15.	Chas. Bernard, for barn		00
	25.	Capital City Bank, loan	1,000	
	30.			. 86
\mathbf{Dec} .	1.			00
	9.	City Treasurer, school bonds	25,952	
	14.			00
	14.	=======================================		00
	14.			68
	16.			00 0
	16.	······································		3 00
	20	,		00
	22.	* · · · · · · · · · · · · · · · · ·	5,000	
	26.	,,		9 00
	31	. Capital City Bank, interest Dec	-	1 97

		•		
1906				
Jan.	3.	City Treasurer, part city school tax	\$ 5,000	00
	3.	Jos Kaiser, rent	•	00
	10.	City Clerk, 3 desks sold		00
	10.	City Treasurer, part city school tax	25,000	
	29.	City Treasurer, balance city and county	,	
		school tax	36, 180	00
	31.	Capital City Bank, interest, Jan		63
Feb.	3.	Jos. Kaiser, rent	45	00
	14.	P. B. Bogart, for repairs	16	00
	28.	Capital City Bank, interest, Feb	68	23
March	ı 12.	Jos. Kaiser, rent	45	00
	11.	J. P. Mallett, rent	120	00
	12.	Fire damage, high school	676	00
	19.	County Treasurer, state apportionment	11,589	12
	30.	Mrs. Wiric, rent	24	00
	31.	Capital City Bank, interest, March	54	63
April	3.	Jos. Kaiser, rent	45	00
•	3.	E. Durbrow, old castings	4	52
	30.	K. Fleming, cancelled warrant	46	00
	30.	Capital City Bank, interest, April	50	95
May	2.	Jos. Kaiser, rent	45	00
	2.	Mrs. Wiric, rent	24	00
	4.	Sinaiko Bros., old castings	20	36
	18.	Mrs. Jones, rent	28	00
	31.	Capital City Bank, interest, May	32	34
June	8.	Jos. Kaiser, rent	45	00
	8.	Mrs. Jones, rent	7	00
	10.	Capital City Bank, loan	7, 500	00
	13.	J. P. Mallett, rent	120	00
	30.	Sinaiko Bros., old castings	5	69
	Ю.	R. B. Dudgeon, tuitions	400	00
	30.	Town of Blooming Grove, joint dis-		
		trict tax	2, 201	64
	30.	Capital City Bank, interest, June	6	73
			100 150	=0
			<u>162, 158</u>	
		Expenditures.		
		gate amount of the certificates of appro-		
pr	iatio	ns paid from July 1, 1905, to June 30, 19 <mark>0</mark> 6,		
wa	ıs		§ 159, 366	46
To ba	lance	e on hand, July 1, 1906	2, 792	33
		•	8 162, 158	79

SUPERINTENDENT'S REPORT.

To the Board of Education:

Gentlemen.—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1906. This will constitute the fifty-first report of the series, and the fifteenth by me.

SUMMARY OF STATISTICS.

Population of the city, estimated 27,000 Assessed valuation (approximated 1906) \$ 22,407,555 00 Rate of taxation for all purposes .015 Rate of taxation for city school purposes .00267						
COST OF SCHOOLS.						
Teachers . Incidentals . Sites, new buildings and furniture . Street macadam, coment walks, and interest	. 20,396 49 35,424 26					
SCHOOL CENSUS.						
Number of children of school age in the city:						
1:	1906					
First Ward 3	327					
Second Ward	79 586					
Third Ward	32 276					
	556					
Fifth Ward S	60 859					
Sixth Ward 1.1	08 1, 186					
Seventh Ward, 6	57 675					
Eighth Ward 7	17 722					
	24 484					
. Tenth Ward	74 220					
	84 231					

6,122

ENROLLMENT.

Number of children enrolled in the public schools:

	1904-05	1905-06
High School		620
Washington School		574
Lincoln School		273
Brayton School		323
Doty School		188
Draper School	389	420
Marquette School		363
Irving School	190	233
Lapham School	. 247	243
Hawthorne School		326
Longfellow School	199	191
Wingra Park School	22	32
Total	3,552	3, 786
Number of pupils in the different grades:		•
	1904-05	1905-06
Kindergarten	186	163
First Grade	475	529
Second Grade	111	463
Third Grade	417	434
Fourth Grade	379	405
Fifth Grade	308	357
Sixth Grade	278	314
Seventh Grade	265	279
Eighth Grade	217	222
First Year, High School	196	289
Second Year, High School	181	170
Third Year, High School	111	131
Fourth Year, High School	95	90
Total	3, 552	3, 786
ATTENDANCE.		
19	004 05	1905-06
Per cent. enrolled	60	60.2
Average membership	3, 113	3,285
Average daily attendance	2,917	3.126
Per cent. of attendance	91	95
Total days of attendance for year55	32, 396	574, 496

BUILDINGS.

BUILDINGS.		
	1904-05 1	905-06
Number of buildings occupied		12
Number of regular school rooms		71
Number of recitation rooms used		18
Number of sittings for pupils	. 3,573	3,700
TEACHERS.		
High School		23
Eighth Grade		
Seventh and Eighth Grades		
Seventh Grade		4
Sixth and Seventh Grades	.	1
Sixth Grade		
Fifth and Sixth Grades		-
Fifth Grade		-
Fourth and Fifth Grades		1
Fourth Grade		
Third and Fourth Grades		
Third Grade		8
Second and Third Grades		
Second Grade		
First and Second Grades		
First, Second, and Third Grades		1
First Grade		9
Kindergarten		3
Kindergarten assistants		3
Special teacher Grammar Grade		1
Special teacher Primary Grade		1
Supervisor of Music		1
Supervisor of Drawing		1
Supervisor of Manual Training Supervisor of Domestic Science	• • • • • • • • • • • • •	1
supervisor of Domestic Science		
Total		101
TEACHERS' REPORTS.		
Times teachers were tardy		281
Half days' absence		2771
Visits made to parents		637
Visits made to sick pupils		300
VISITS TO THE SCHOOL	s.	
Number by the superintendent		485
Number by members of the board		151
Number by parents		2,758
Number by others		2,935

AVERAGE AGE OF PUPILS.

Upon graduating from High School, June 15, 1906: Boys	hs. 6 d hs. 10 d	ays ays
AVERAGE SALARIES.		
The average salary paid to men, not including the principal of High School and city superintendent, was		
COST OF SCHOOLS.		
Cost of instruction in High School Cost of instruction in ward schools Cost of supervision Cost of incidentals.	\$17, 152 38, 690 3, 800 19, 906	96
Cost per pupil in High School for instruction: Upon number enrolled	30	66 92 88
Cost per pupil in the ward schools for instruction: Upon number enrolled Upon average membership Upon average attendance	14	22 16 99
Cost per pupil in all schools for instruction: Upon number enrolled Upon average membership. Upon average attendance	16	75 96 90
Cost per pupil in all schools for supervision: Upon number enrolled	1	04 16 22
Cost per pupil in all schools for incidentals: Upon number enrolled Upon average membership. Upon average attendance	. 6	25 06 38
Total cost per pupil for tuition, supervision, and incidentals: Upon number enrolled	24	04 18 50

In estimating the cost per pupil the salaries of principals, kindergarten, manual training, domestic science, and regular and special teachers are included in the term *instruction*; the salaries of the superintendent and the supervisors of music and drawing are included in the term *supervision*; the term *incidentals* covers all other current expenses of the school, including all miscellaneous repairs but not the cost of sites, new buildings, or permanent improvements.

STATISTICS.

The enumeration of children of school age in the city at the close of the year gave 3,068 boys, and 3,054 girls, making a total school population of 6,122. This is an increase for the year of 178.

The whole number of pupils enrolled for the year was 3,786, of which number 1,878 were boys, and 1,908 girls. This is an increase over last year of 99 boys and 135 girls, making a net increase over last year of 234. The average daily membership was 3,285, an increase of 172 over the preceding year. The average daily attendance was 3,119, an increase of 203 over the preceding year.

The number enrolled was 60.2 per cent. of the school population. The pupils were distributed among the grades as follows: Kindergarten, 163, or 4.3 per cent. of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,851, or 48.4 per cent.; grammar grades,—fifth, sixth, seventh, and eighth,—1,172, or 30.9 per cent.; high school, 620, or 16.4 per cent.

The regular work of the school was carried on by ninety-two teachers, twenty-three in the high school, and sixty-nine in the grades. In addition to these, four special teachers were employed to supervise the work in music, drawing, manual training, and domes-

tic science, two to assist in the grades, and three to assist in the kindergarten, making the total number of teachers employed one hundred one.

In the grades the average number of pupils to each teacher, based on the enrollment, was forty-six; based on the average attendance, was thirty-seven. In the high school the number to each teacher, based on the enrollment, was twenty-six, based on the average attendance, was twenty-three.

COST OF SCHOOL BUILDINGS.

Below are given some data in regard to the cost of construction of some of the new buildings in Chicago, which are now in process of construction or for which contracts have been let. The same items are given also in regard to some of the newer buildings of Madison, so that a comparison of the cost of construction in the two cities may be made:

Chicago.

NAME OF SCHOOL	No. of Rooms. No. Pupils Accommodated.	
Allgeld. Beabubien Copernicus Davis. Graham Harvard Monroe. McCormick May Whitney.	26 1,248 12 576 20 960 12 576 26 1,248 12 576 26 1,248 12 576 26 1,248 12 576 26 1,248	$\begin{array}{cccccccccccccccccccccccccccccccccccc$

Madison.

NAME OF SCHOOL.	No. of Rooms.	No. Pupils Accomo- dated.	Cost of Buildings.	Cost Per Room.	Cost Per Pupil.
Addition to					
Brayton	4 8	172	\$14, 101 31	\$3 , 525 33	\$73 44
Marquette Addition to	8	384	25, 935 75	3,241 97	67 54
Draper	4 6	172	13,802 07	3,450 52	71 88
Lapham Addition to	6	288	19, 220 06	$3,203\ 34$	66 74
Longfellow. Addition to	2	172	6, 757 70	3,378 85	70 39
Washington	6	288	18,308 95	3,051 49	63 57
Hawthorne	9	432	23,726 60	2,636 29:	54 92
Irving	8	384	26, 326 17	3,290 77	68 55
*Randall	4	172	12,750 18		
Doty	9	432	¹ 28,000 00	3, 111 11	64 81

^{*}Only two rooms yet finished for use.

The above table shows two remarkable facts in regard to the school buildings of Madison. One is the uniformity in the cost of construction in the different buildings and from year to year. The other is that in face of the fact that the prices of material and labor have advanced materially from year to year, there has been no increase, but an actual average decrease, in the cost of construction in the later buildings. There seems to be no explanation of this except in that the architects have made a better arrangement of rooms and a more economical use of available space.

The average cost per room in the Chicago buildings is \$7,676.76; in the Madison buildings it is \$3,-146.04, or less than one-half as much. The average cost per pupil in the Chicago buildings is \$159.93; in the Madison buildings it is only \$65.54.

This difference in the cost of construction in the two cities is due in some degree to their difference in size. The high price of labor and material, and the extra hazard and difficulty in carrying out contracts

in large cities, make the cost of construction greater than in the small cities. Then again the style of architecture is usually more massive and ornate, the plans more elaborate, and the method of construction more substantial in the larger cities.

As a usual thing a large city school building provides assembly rooms, gymnasiums, and rooms for manual training, domestic economy, art instruction, and other lines of special work, all of which must increase the cost of general construction to a considerable degree.

The economical construction of school buildings in Madison is due mainly, however, to the careful and business-like methods employed by the members of the board of education. Madison is fortunate in having on the board of education men of integrity and ability who devote to the public affairs the same care and intelligence that they give to their private business interests.

The remarkable uniformity which has marked the cost of construction of the school buildings of Madison for the past few years, indicates that no enterprise is entered upon without painstaking investigation and thoughtful discussion, and that unusual conservatism has marked every step. This unusual uniformity in the cost of buildings also precludes all possibility of suspicion of corruption or "graft" in connection with the board of education, and makes it apparent that the school affairs of our city have been administered with great care and wisdom.

COST OF FUEL.

Table No. I.

School.	Kind of Plant.	Method of Ventilation.	Kind of Coal Used.	Tons Used.	Cost Per Ton.	Total Cost.
High School Washington Lincoln Brayton Doty Draper Marquette Irving Lapham Hawthorne Longfellow Wingra Park. Kindergarten —lst ward	Hot air Hot air Hot air Hot air Hot air Steam Steam Hot air Hot air	With fan No fan No fan No fan With fan With fan	Soft Soft Soft Hard Soft Hard Hard Soft Soft Hard Hard	158 131 101 70 52 89 81 69 135 111 52 9	4 08 4 08 7 45 7 45 7 45 4 08 7 45 4 08 4 08 4 08 4 08	285 60 387 40 363 12 603 45 514 05 550 80 452 88 212 16 67 05

Table No. II.

SCHOOL.	Kind of Coal.	Total Cost.	No. Rooms Warmed		No. Pupils Accom- modated.		Per
High School	Soft	3 644 64	1 22	\$29 30	620	\$1	04
Washington	Soft	534 4	⊰₁ 11	48 59,	528	1	01
Lincoln	Soft	412 08	4; 6	68 68	288	1	43
Brayton	Soft	-285.60)! 8	1 35 70.	384		74
Doty	Hard	387 40). 4	96 ₹5	192	2	02
Draper	Soft	363 1:	2 ×	45 39	384		95
Marquette		603 43	5. 8	75 43	384	1	57
Irving	Hard	514 0	•	73 43	336	1	53
Lapham	Soft	550 80) 6	. 91 80	288	1	91
Hawthorne	Soft	452 89	4 7	64 70	336	1	35
Longfellow	Soft	212 16	i Á	53 - 04	192	ī	11
Wingra Park	Hard	67 0		67 05	48	ĩ	40
*Kindergart'n		i '''			• • • •	-	
—1st ward	Hard	32 78	8: 1	32.78	48		68

^{*} Five and one-half months.

Average cost per room for hard coal		8 78 59
Average cost per room for soft coal		48 00
Average cost per pupil for hard coal		1 64
Average cost per pupil for soft coal		1 00
	Per Room.	Per Pupil.
Average cost of heating in the city	\$ 62 62	\$1.30
Average cost with soft coal	56 23	1 17
Average cost with hard coal	78 00	1 64
Average cost when fan is used	64 50	1 34
Average cost where no fan is used	61 03	1 27
Average cost where hot air is used	59/23	1 23
Average cost where steam is used	74 50	1 55

In estimating the above averages in cost the figures relating to the high school were not included. The difference in the size of the rooms and the small number of pupils to each room in the high school make a fair comparison with the ward buildings impossible.

In passing judgment upon the efficiency of a school heating plant, many things must be taken into account. The location of the building as to exposure to cold and prevailing winds, the arrangement of the rooms, the location and grouping of the furnaces, the arrangement and size of hot air pipes, and above all, the intelligence and efficiency of the janitor, are all factors which effect the efficiency of a heating and ventilating plant. The steam plant in the Marquette school is defective and inadequate, and the poor results attained are due to the defects in this particular plant and not to the system of steam heating in general. Although the data given above are helpful in a general way in passing judgment upon the merits of a system, they are not conclusive.

SCHOOL ACCOMMODATIONS.

The Irving building was ready for occupancy in March, 1905, and four rooms were utilized for regular work during the remainder of the school year. Dur-

ing the past year five rooms have been occupied by the first six grades for regular work, and one room each by the kindergarten, domestic science, and manual training departments. This leaves only one room of the nine unoccupied. The fears of a number of the patrons that so large a building in this particular location would not be needed for years to come, proves to have been unfounded.

The addition to the Hawthorne building was finished a few days after the opening of the fall term. This building now contains eight regular school rooms and one extra room in the basement for kindergarten or manual training work. Seven of the regular school rooms were used to accommodate the pupils of the first seven grades, the pupils of the eighth grade being accommodated in the Marquette building. At the opening of the coming fall term all the available room of the building will be required to accommodate the newly organized kindergarten department, and the rapidly increasing school population of this section. In fact it is doubtful whether the building will accommodate all the pupils who may wish to enter this school during the coming year.

It is a great satisfaction to feel assured that the new Doty building will be ready for occupancy by the opening of school in the fall. This building will provide ten pleasant, convenient, well lighted, well ventilated school rooms which will be highly appreciated by the patrons and greatly enjoyed by the pupils and teachers of the school. This building will provide ample accommodations for the pupils of the Fourth ward for a number of years, and will furnish facilities for instruction in all lines of elementary work, including kindergarten, domestic science, and manual training.

The fact that the Randall building was not completed before the close of the past year, was a cause of much disappointment to the school authorities and to the patrons in the Tenth ward. The opening of two rooms in this building in the fall will furnish much needed accommodation for the children of the lower grades in the western section of the city, and will relieve in part the crowded condition of the Draper school.

The most pressing need of additional school facilities is now in the Longfellow school of the Ninth ward. The present building accommodates the pupils of the first four grades only, the pupils of the four upper grades being forced to travel long distances to other buildings to find accommodations. The needs of this section must receive consideration at once and additional room must be provided as soon as the finances of the city will permit.

These new buildings,—the Irving, the Doty, the addition to the Hawthorne, and the Randall, when finished,—will provide twenty-seven school rooms. In the construction of these buildings six old rooms were displaced, making a net gain of twenty-one rooms to the school system during the past two years.

The cost of these new buildings has been approximately as follows:

Irving building	3 26, 326	17
Addition to the Hawthorne building	10,792	57
Randall building		
Doty building	28,000 (00

Estimating the cost of finishing the two rooms on the second floor of the Randall building at \$1,500, the total cost of these new buildings will be \$79,-386.92, making the average cost of each new room \$2,939.59.

THE NEW HIGH SCHOOL BUILDING.

Madison cannot be called a slow city, and yet there is perhaps no city in the country where large projects move forward so slowly and meet in their accomplishment so much determined opposition. As an illustration of this we have only to mention the opposition and delay attending the selection of the new library site, the establishment and location of the city hospital, the paving of the streets around the capitol park, the vacation of Blount street, and many other smaller projects. The new high school building has been no This project took definite form about five exception. years ago. The competition for the selection of plans and for the appointment of an architect was arranged and carried out over three years ago. The architect was appointed on January 9, 1904. Bids were received and a provisional contract entered into May 2, The issue of bonds was authorized by the city council on May 12th. The petition for the submission of the bond question to the people was filed June 10. Pursuant to this petition the special election was held on July 25, 1905, in which the women were permitted to vote, resulting in a majority of 287 in favor of the bond issue. The whole matter was brought into the circuit court through the serving of a summons and complaint on August 21st, praying for a temporary injunction enjoining the mayor and city clerk from executing the bonds. The case was duly argued in the circuit court, Judge Fowler presiding. He handed down his decision covering three points, viz.:

- 1. The election on the issue of bonds for the purpose of erecting a new high school building was an election pertaining to school matters, and therefore the women were entitled to vote.
 - 2. The fact that the residents of that portion of

Blooming Grove included in the joint district were not given an opportunity to vote did not invalidate this election.

3. Although the property outside the city limits must pay its pro rata share of the cost of the new building the city of Madison can legally issue the bonds.

The case was then appealed to the state supreme court which court on April 17, 1906, affirmed the decision of Judge Fowler of the lower court on all points of issue, four members of the court, Chief Justice Cassoday, and Judges Winslow, Dodge, and Siebecker, affirming, and two members, Judges Marshall and Kerwin, dissenting.

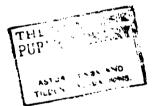
On May 20, 1906, the board of education authorized the contractor, T. C. McCarthy, to proceed at once with the erection of the building in accordance with the terms of the contract which had been entered into on May 2, 1905. Pursuant to this action, Mr. McCarthy entered upon the fulfillment of his contract, and on May 30, 1906, ground was broken and excavation for the foundation begun.

TEACHERS' TENURE OF OFFICE.

In view of the fact that much has been said and written of late in regard to the teachers' short and insecure tenure of office, the following data in regard to the teachers in the Madison schools last year may be of interest:

1	Teacher's	total	experience	was
1	h h	••	**	30 ''
1		• •	••	
3	••	••	••	
1	••	••	**	
2	••	• •	• •	
ı	••	••	••	
4	••			

i





THE NEW YORK
THENEVEN AND
THENEVEN AND

CLAY WORK

1 Te	eachers	total	experience	was		19 years
3	• 6	**	"			
5	"	"	66			17 "
2	"	46	44			15 "
1	"		4.			14 "
2	• •	6.	66		• • • • • • • • •	13 "
3	66	4.6	64			
6	**	6.6	**			11 "
1	46	66	66			101 "
в	64	4.6	44			
1	66	6.6	• 6		•••••	· · · · · · - •
3	"	6.6	"		•••••	
1	64	••	66		•••••	
6	6.	4.6	66			
3	4.6		64			
2	6.6	66	66		• • • • • • • • • • • • • • • • • • • •	
2	"	• 6	66		• • • • • • • • • • •	
5	66	66	66	••••		· · · · · · · · · · · · · · · · · · ·
6	• •	• •		••••	• • • • • • • • • • •	
4	"		66			
2	• 6		**		••••••	
9	66		••		•••••	
-						3 ''
1	6.	4.6	66			
4 1 Те					n Vahaala	2 "
1 Te			rience in th		n Schools	2 " was 38 years
1 Te 1	acher's		rience in th	 ne Madisor	n Schools	2 " was 38 years 28 "
1 Те 1 3	acher's		rience in th	ne Madisor	n Schools	2 '' was 38 years 28 '' 24 ''
1 Te 1 3 1	acher's		rience in th	ne Madisor	n Schools	was 38 years 28 '' 24 '' 22 ''
1 Te 1 3 1	acher's		rience in th	ne Madisor	n Schools	was 38 years 28 " 24 " 22 " 19 "
1 Te 1 3 1 1	acher's		" " " " " " " " " " " " " " " " " " "	ne Madisor	n Schools	2 " was 38 years 28 " 24 " 22 " 19 " 18 "
1 Te 1 3 1 1 1 2	eacher's		" " " " " " " " " " " " " " " " " " "	 ne Madisor 	n Schools 	2 " was 38 years 28 " 24 " 22 " 19 " 18 "
1 Te 1 3 1 1 1 2	escher's		rience in th	 ne Madiso: 	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 "
1 Te 1 3 1 1 1 2 1 3	escher's		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 "
1 Te 1 3 1 1 2 1 3 3	eacher's		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 "
1 Te 1 3 1 1 1 2 1 3 3	**************************************		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 "
1 Te 1 3 1 1 2 1 3 3 1 1	**************************************		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 "
1 Te 1 3 1 1 2 1 3 3 1 1	**************************************		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 "
1 Te 1 Te 3 1 1 1 1 2 2 1 1 3 3 3 1 1 1 1 1 3	**************************************		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 " 11 "
Te Te 1 T	######################################		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 " 11 "
1 Te 11 3 11 11 22 11 33 11 11 11 13 44 22	######################################		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 " 11 " 9 "
1 Te 11 3 11 11 12 13 3 3 11 11 11 22 3	### ##################################		rience in the "" "" "" "" "" "" "" "" "" "" "" "" ""	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 " 11 " 9 "
1 Te 11 3 11 11 12 13 3 3 11 11 3 4 2 3 1	### ##################################		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 " 11 " 9 " 8 " 7 " 64 "
1 Te 11 Te 11 12 11 12 11 13 11 11 13 14 12 13 11 14	### ##################################		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 14 " 12 " 11 " 9 " 8 " 7 " 64 "
1 Te 11 Te 11 11 12 11 33 31 11 11 13 34 42 23 11 44 11	### ##################################		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 16 " 15 " 14 " 12 " 11 " 9 " 8 " 7 " 6¼ " 6 " 5½ "
1 Te 11 Te 11 11 12 11 33 11 11 13 4 22 3 11 4 11 6	### ##################################		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 11 " 9 " 8 " 7 " 6½ " 5 "
1 Te 11 Te 11 11 12 11 33 31 11 11 13 34 42 23 11 44 11	### ##################################		rience in th	ae Madison	n Schools	was 38 years 28 " 24 " 22 " 19 " 18 " 17 " 16 " 15 " 11 " 9 " 8 " 7 " 6¼ " 5 " 4½ "

1	Teacher's	experience	:n the	Madison	Schools	was 21	years.
13	66	••	"	**	••	2	6.6
2	4.	66	"	64	44	11	"
14	• 6	4.6	66	• 6	"	1	4 6
A	• •	66		6.	lace t	han 1	66

The above data show that the average experience of the teachers who were in the Madison schools last year was eleven years, and that on the average teachers remain in our schools for six and one-half years.

Mr. Webster M. Pond was connected with the high school as teacher, vice-principal, and principal for fourteen years. Mr. E. J. MacEwan, his successor, served as principal for two years. Mr. Hutchison, the present incumbent, has served fifteen years, making a total period of service for the three of thirty-one years, or an average period of ten and one-third years for each.

Mr. Samuel Shaw was superintendent of the city schools for eleven years and was succeeded by Mr. Wm. H. Beach who remained for seven years. The present incumbent, who succeeded Mr. Beach, has now served in this capacity for fifteen years. The term of service of the three has therefore covered a period of thirty-three years, or an average period of eleven years each. From these facts it would seem that the Madison schools have not suffered seriously from inexperienced teachers, or from too frequent changes in the teaching force, nor that the tenure of office has been attended with any serious insecurity.

HELPFUL WORK OF PATRONS.

The Madison schools are fortunate in the extreme in having among the patrons so many broad and generous friends whose deep interest is shown in so many practical and substantial ways. Through these agencies the schools have been broadened in their scope, have been brought into closer touch with the interests of the children and of the community, and have been made to represent the best educational thought of the day. We wish here to express our appreciation of the benefits which have come to the schools through individual generosity and organized effort.

We are pleased to insert the following report:

REPORT OF THE WORK OF THE EDUCATIONAL DE-PARTMENT OF THE WOMAN'S CLUB FOR 1905-1906.

High School Campaign.

During the summer of 1905, the work of carrying on a campaign for the new high school was organized under the chairmanship of Mrs. L. E. Brittingham. The work done was in the way of showing and explaining plans, and the aims and needs of such a school. The success of the work was shown by the results of the election which was carried by the women's vote.

General Interest of Patrons.

A part of the work of previous years was omitted this year. The teachers' reception to parents, instituted under the chairmanship of Mrs. Louise R. Hubbard some seven or eight years ago, has been dropped, the work of the Public School Art Association having supplanted the need for such receptions. Ward spirit and general school interest are stimulated and strengthened by the parents and patrons of each school being called together often by coffees and various other entertainments given at the schoolhouses for the benefit of the Art fund.

The Penny Provident Fund.

The Penny Provident fund carried on through the chairman, Mrs. C. N. Brown, is in a favorable condition. Through the efforts of the Committee with the Board of Education, this work was made a part of the school curriculum. The Board has gone a step farther during the coming year in that every teacher signing her contract agrees to be willing to sign for all stamps brought to her, also to foster an interest in the work among the children entrusted to her tutelage. In round numbers, eight hundred dollars have been deposited by the school

children of the various wards. This is a gain of two hundred dollars over any previous year. The Brayton school has deposited the largest sum, something over two hundred dollars having been deposited by the pupils of this school. Great credit and praise is due to the women of the club who voluntarily carry money and stamps back and forth to the schools, and to Mrs. C. N. Brown, the treasurer. These women, with Mrs. C. N. Brown at their head, have some excellent plans of making more effective the work for next year.

Domestic Science Equipment.

The Committee on Manual Training, with Mrs. Brittingham as chairman, report the purchase and installment of the equipment for domestic science in the Irving school. The contributions for this equipment were as follows: Woman's Club, \$75.00; Housekeepers' League, \$67; Mrs. F. W. Hoyt, \$7.50; Miss Hunt, \$5.00; Mrs. A. O. Fox. one set of dishes, valued at \$5.00; Mrs. Wm. F. Vilas, two table cloths, valued at \$5.00: Mrs. A. M. Frish, curtain and rods, valued at \$5.00; Mr. Wm. Owens, one enamel sink with back, valued at \$8.50; Madison Gas and Electric Co., gas stoves, ranges, water heaters, etc., to the amount of \$110.00. The disbursements were: To Kroncke Brothers for kitchen utensils, \$126.34; to Andrew Mayers for crockery, \$17.73; leaving a balance on hand of \$3.07. The Board of Education put in cupboards, tables, stools, and plumbing, representing a cost of \$164. The total cost of fitting up this kitchen was approximately \$460.00.

The Board of Education, who allowed us to put in this equipment, are thoroughly pleased with the work done this year, and are now wholly converted to the practicability and educational value of this work, and express themselves enthusiastically in favor of planning for and equipping a kitchen in the new Doty School. The Gas Company has generously offered to duplicate their gifts for this new building.

Manual Training Equipment for Irving School.

Through the efforts of the Manual Training Committee, a committee of women resident in the Sixth ward undertook to raise a sum of money for the purchase of an equipment in carpentry for the new 'rving school. Mrs. A. M. Frish and her committee raised five hundred dollars among the residents of the Sixth ward, and a fine new carpenter shop was opened in this school at the beginning of 1906. Through the efforts of this committee we now have two well equipped shops in car-

pentry and one kitchen in our public schools, while classes in sewing are held in the seventh grade of each school in the city.

Dramatization of Myths.

Mrs. O'Shea, chairman of committee on Dramatization of Greek Myths, secured the service of Miss Annie Pitman as director, and with her worked out with a small group of children a number of the Greek myths. This was undertaken to test the educational value of dramatization and its practicability in public school work.

This group of children presented the work to the club in one of its public meetings, at which a number of our leading educators were present. Their testimony convinced us that more of such work should be introduced into our classes of reading and history. The Milwaukee schools are using dramatization most successfully in the teaching of history.

Public Playgrounds.

The work for Public Playgrounds was entered upon late in the year. For the past two years this department has been anxious to arouse public sentiment for our public playgrounds, four such grounds having been given or leased to the city under the direction of the Pleasure. Park and Drive Association. These fields are the Burr Jones Field, given by Mr. Jones, and is located at the east end of Washington avenue and contiguous to the Cooley wood yards, Yawkee-Crowley Lumber Company, and the Fredrickson Mills: Kendall Field, given by Judge Carpenter in memory of his wife: Bog Hollow in the Eighth ward bounded by Francis and Bassett streets, and leased by the Illinois Central Company to the city; also a plot of ground in the vicinity of Dow's Mills.

A number of graduate students under the auspices of the Club presented a play at the Fuller for the benefit of public playgrounds. The Educational department secured articles for the newspapers and with the Philanthropy department aroused keen interest and sentiment for the playground. From the play at the Fuller \$75.00 was realized. By private subscription we have secured sufficient to make us the sum of \$265 with which to equip and maintain a ground during July and August. It is estimated that \$400 is necessary for this work.

Respectfully submitted.

CAROLYN H. PORTER, Chairman.

THE PENNY SAVINGS FUND.

THE PENNY SAVINGS FU	JND.	
MR. R. B. DUDGEON, City Superintendent of Wis.:	_	29, 1906. , Madison,
Dear Sir-I take pleasure in submitting to the condition of the Madison Penny Sadate.	vings F	and at this
The amount of cash received to the time of port, July 1, 1905, was	. .	. \$3,656 36
Total receipts	. 	. \$4,872 42
Disbursements to date of last report		
Disbursements since report		
Balance, not including interest	1,519 5	2
i	84,872 4	_ 9
Resources.	 ,012 1	•
Cash balance reported above	ist repor	153 02
mates.		
Cash credited on pass books		
Total liability on pass books Liability for stamps not presented for re-	\$1,516 7	2
demption	238 3	2
	\$1,755 (- 14
The following is a complete statement of the present time and at the date of the last		ondition at
	1905.	1906.
Total receipts		
Total withdrawals		3, 484, 42

Amount due depositors on books...... 1, 230, 36

Total interest credited to fund.....

Total number of books issued.....

Total number withdrawn...........

Total number ontstanding.

1,519.52 238.32

1,516.72

238.32

517

290

227

153.82

431

216

215

		. Superinte	ndent's	Report.		39
Books	showing	one	deposi	t	90	70
**	"	two	- • •		58	48
6.	66	three			39	45
66	64	four	* *		15	18
44	44	five	4.6		5	11
66	"	six	"		7	5
÷ 6	66	seven	"		5	4
	٤٠	eight	"		3	1
	"	nine	"		2	3
16		ten	46		2	0
44	66	eleven			1	1
"	6.	twelve	4.6		1	4
44	66	thirteen	4.6		0	1
66	"	fourteen	"		3	4
4.		fifteen	4.6		1	0
• •	66	sixteen	4.6		1	2
• 6	46	seventeen.	64		1	0
"	66	eighteen	66		1	0
46	66	twenty	6.		0	1
"	4.	twenty-one	66		0	3
46	66	twenty-three	+ 6		0	1
Larges	st individ	ual deposit			\$4 5.31	\$ 75.62
Over 4	860				0	1
Betwee	en \$ 50 an	d \$60			1	1
Betwe	en \$40 ar	nd \$50			1	1
Betwee	en \$ 30 ar	nd \$40			0	7
Betwee	en \$20 ai	nd \$30			10	5
Betwee	en \$15 ar	nd \$20			7	9
Total	number	of deposits o	n book	s out-		
sta	inding					868
Of the	se there	were made wi	thin th	e l a st		
ye	ar					221
Of the	latter n	umber there v	vere de	posits		
on	old bool	ks				135
Made	on new b	ooks	• • • • • • •			86
Ac i	n nmaria	ne voone tho	worls o	f distni	huting sta	mne and

As in previous years, the work of distributing stamps and collecting money from the teachers has been done under the direction of a committee of the Woman's Club, of which Mrs Nellie M. Brown has been the chairman. Different ladies have made collections from the various school buildings under her direction. The amounts thus collected for the last two school years are shown below:

	1904-5	1905-6
Washington school	\$133 21	
Lincoln school	33 11	876 73

Brayton school	8 194 04	8 241 52
Doty school	72 72	76 73
Draper school		65 99
Irving school		146 42
Marquette school		151 48
Lapham school	50 66	65 00
Longfellow school		79 24
Hawthorne school	21 96	5 3 3 8
Totals	2689 93	8054 16

It will be noted that the above total does not represent the total amount collected for the year. The difference is represented by moneys paid in at the office of the secretary by depositors in vacation, and by persons not in the public schools.

It is not possible to say just what proportion of the total deposits are held by the pupils in any one school owing to the fact that about one-third of the total receipts do not pass through the hands of the teachers, but it seems to be likely that the percentage follows closely the proportions observed in the foregoing table. The work was first started in the Third ward, and it is likely that that ward has rather more than its share of depositors.

It will be noticed that in every ward in which the work was carried on during the last year, there has been a considerable increase in the deposits. This is largely due to the fact that the Board of Education has very wisely made the distribution of stamps and the collection of the money a part of the regular school work.

I feel, however, that the work is not nearly as successful as it should be. With the organization which we have, a great deal more should be accomplished. The object of the work is to implant the habit of saving. The habit is the thing that is of importance. Habit becomes established by doing the same thing repeatedly. To make one deposit is of little help towards forming the habit, if no more are made. It is often true that it is the first step that is the hardest, but if only the first step is taken very little progress has been made. It should be the aim of the teachers to see that the first deposit is followed by others so that the habit may be firmly established.

It has been noticed that the habit has been discontinued by the pupils of some of the schools as soon as they have reached the upper rooms. This is most unfortunate. It seems in some cases that the pupils have acquired the idea that the saving of pennies was for the babies only, and that on reaching the dignity of the fifth and sixth grades that they should put away such childish things, and so they come to draw out their money, explaining that they were "up stairs" now. If thrift is desirable it is not less desirable in the upper than in the lower grades. It should be the aim of the principals to see to it that their rooms set the fashion in all good things, including the work of the Penny Savings Fund.

Very respectfully yours,

CHARLES N. BROWN.

ANNUAL REPORT OF THE PRESIDENT OF THE MADI-SON PUBLIC SCHOOL ART ASSOCIATION.

Since our meeting a year ago there has been a steady growth in the art association. It now assumes vast proportions. The interest increases steadily, and the committees are harmonious in their efforts to advance the work.

Last September we issued a handbook of three hundred copies, many of which have been distributed among interested friends throughout the state, and the work of organizing art work in the public schools in some of the small towns in the state has begun, as a result of our success.

Our handbook contains the president's report, the by-laws of the organization and a concise list of pictures and casts. We deemed it necessary to take out insurance to the amount of \$2.500, \$700 being on the Washington school alone; \$200 being the sum on each of the other schools, the proportion being equal.

At the completion of the Irving school, a new committee was formed in order that the work might progress more in line with the other schools. Mrs. Frish was asked to take charge of this committee, while Mrs. W. D. Curtiss succeeded Mrs. J. A. Swanson in the Marquette. In the Longfellow school Mrs. James Ramsay succeeded Mrs. Wayne Ramsay deceased. Mrs. Harper succeeded Miss Charlotte Norton in the Doty school.

The new Randall school in University Heights now comes into our list with Mrs. E. Ray Stevens chairman. Her coworkers are Mrs. Dudgeon, Mrs. Cairns. Mrs. Philips, Mrs. Turneaure and Mrs. Adams.

In October we secured the services of Mrs. Eleanor Bingham of Chicago to address the art association and the teachers of the public schools upon legendary art, as shown in pictures. Some seventy or eighty people were present, and enjoyed a delightful and instructive talk.

The introduction of Prang models and art forms for the use of the pupils in drawing, has been a gratifying addition to the equipment in our school, nearly every ward having a small collection of their own to work from.

It was decided at our last meeting that a tax of 50 cents be levied upon each grade, the money to be used for necessary expenditures in the general fund.

We also voted to place but two orders a year for pictures and casts. This method will lessen the labor greatly and will save expenses in packing, cartage and freight.

There are many things needed in our schools to beautify them, besides good pictures and statuary. If our committees would visit the schools more often and become better acquainted with their needs, much more might be accomplished along these lines. The Board of Education should be approached by the chairman of your individual committees upon school matters and only asked for what is reasonable. When tinting is needed the scheme of color should be decided upon and a person chosen by your committee should be on hand to see that no mistake is made by the decorator.

In offering suggestions for the coming year I wish we might have a series of talks on art by some well qualified person, that we might acquaint ourselves with pictures, and be better prepared to make selections for our schools. I also urge that the committees be more deliberate in their selections; that all the unworthy pictures in our schools be culled out as fast as possible, and that nothing but the best works of art be placed before our children, that they may learn from the first grade, to see and to know the best that has been produced, from the old and the modern schools of painting.

The silent influence of pictures is like a voice that is still The good that comes from close contact with the beautiful is a strong factor in forming character.

ANNIE W. FOX.

President.

"FADS AND FRILLS" NOT INCOMPATIBLE WITH THORONESS.

In every community there are some persons who denounce the special branches, music, drawing, manual training, cooking, and sewing as "fads and frills," and deplore their introduction into the schools. It is contended that these special lines over-crowd the course of study, make it impossible to give proper attention to the essentials, and lead to a deplorable lack of thoroness. These opponents of modern educational methods would abandon the present rich courses of study and return to the barren instruction of half a century ago, which was limited to the so-called "Three R.'s."

It can be asserted positively that experience shows that attention given to the special lines does not interfere with thoroness in the essential lines. "There are interruptions of school work which are not real interruptions," said Dr. Andrews, "and there are real interruptions which help instead of hinder. A brief game, a rythmic march, a burst of sweet music in the midst of a morning's lesson is not a new load to haul, but new re-enforcement to the traction power. The judicious placement in the day's work of music, drawing, sloyd, saw and chisel exercises, calisthenics or gymnastics, not only does not lessen the day's yield of other knowledge, but positively increases it." Not only are the so-called "fads and frills" not incompatible with thoroness, but they actually add to the efficiency of the instruction. gram of study which includes the special lines produces better results in the "three R's" than does a program from which they are excluded. Prominent educators and intelligent observers agree that the children in the elementary schools of to-day read better, write better, and spell better than did the children of half a century ago. This conclusion is not based on opinion or theory but is substantiated by some valuable facts.

Dr. Thomas M. Balliet, while superintendent of schools in Springfield, Mass., discovered some old examinations papers written by pupils in the high school in 1846. With these papers were found the original questions which were used in making the tests in arithmetic and spelling at that time. The following were the questions:

Spelling Test.

accidental	accessible	baptism	chirography
characteristic	deceitfully	descendant	eccentric
evanescent	fierceness	feignedly	gnawed
ghastliness	heiress	hysterics	imbecility
inconceivable	inconvenience	inefficient	irresistible

Arithmetic.

- Add together the following numbers: .009, 29., 1., 301., 61., 702., 9,000., 19½, and 2½.
 - 2. Multiply 10,008 by 2,009.
 - 3. In a town 5 miles wide and 6 miles long, how many acres?
- 4. How many steps of 1½ feet each will a person take in walking one mile?
 - 5. What is 1 of 1751?
- 6. A boy bought 6 dozen of oranges for \$0.37\frac{1}{2}, and sold them for \$0.01\frac{1}{2} apiece. What would be have gained if he sold them for \$0.02\frac{1}{2} each?
- 7. There is a certain number, ½ of which exceeds ½ of it by 2. What is the number?
- = 8. What is the simple interest of \$1,200 for 12 years, 11 months, 9 days? $-(\mathrm{Use}(6\%))$

For the purpose of comparing the schools of to-day with those of sixty years ago, these same questions have been used as tests in many of the schools of the country. In the eighth and ninth grades of these schools making the tests—with pupils who, compared with

those of 1846, are much younger, who receive less number of hours schooling per year, and who give a much smaller proportion of the school time to arithmetic and spelling,—the results have been invariably much better than were those of 1846.

Springfield gave the same questions to the pupils of her ninth grades last year with the following results:

	1846	1905
Number of pupils, Springfield	85	245
Spelling, per cent correct	40.6	51.2
Arithmetic, per cent correct	29.4	65 . 5

The results of a similar test with the same questions given to pupils of one of the eighth grades in the schools of Brooklyn, N. Y., were as follows:

Spr	ingfield.	Brooklyn.	
	1846	1905	
Number of pupils	85	94	
Spelling, per cent correct	40.6		
Arithmetic, per cent correct	29.4	71.2	

Last April similar tests were made with the eighth grade pupils of the Madison schools. The work of every pupil present,—good, bad, or indifferent,—was taken into account in estimating the results.

The results of these tests as compared with those at Springfield in 1846, were as follows:

Spr	ingfleld.	Madison.
	1846	1906
No. pupils taking test in Spelling	85	176
No. pupils taking test in Arithmetic	85	177
A cithmetic.		
No. boys taking test in Arithmetic	56	87
No. girls taking test in Arithmetic	29	90
Average standing, Arithmetic	29.4	74.4
Per cent of grade having first example correct.	50.6	84.9
Per cent of grade having second example correct	58.8	96.5
Per cent of grade having fourth example correct	12.9	73.6
Per cent of grade having sixth example correct.	8.2	61.4
Per cent of girls who failed in fourth example	100.0	33.8
Per cent of girls who failed in sixth example	100.0	47.0

Per cent of girls having eighth example correct		47.6
Average standing of girls	19.0	72.7
Average standing of boys	34.8	76. 2
Spelling.		
Average standing of grade	40.6	47.1
Per cent of pupils having 70 per cent or more	17.64	16.0
Per cent who missed every word	2.35	00.0
Per cent who missed all but one	10.58	1.1
Per cent who missed 17 or more words	27.05	0.5

In comparing the results of these tests it must be remembered that the pupils of Madison taking the tests were in the eighth grade, and were much younger than were the high school pupils of Springfield in It should be observed also that the words in the test are difficult, unusual, and such as are not ordinarily used by the average eighth grade pupil. The teachers gave no preliminary drill, pronounced each word but once, permitted no interruptions or questions, and gave no hint or suggestion as to the meaning of the words or their relation to other words. The difficulty of hearing some of the words correctly from one pronunciation and ignorance of the meaning of many others, put the pupils to a serious disadvant-Under these conditions the test in spelling for age. our pupils was probably much more severe than that given the Springfield pupils in 1846.

The arithmetic test was given under the same strict regulations. The pupils had not seen the questions, nor had they been given any drill or preparatory tests on similar questions. No announcement of the test was given before hand, nor was any aid given or suggestion made as to how the work was to be done.

The conclusions to be drawn from the results of these tests are clear and positive. The boys and girls of to-day can cipher and spell better than did the boys and girls of sixty years ago. The broadening and en-

riching of the courses of study do not interfere with efficiency and thoroness. The new subjects of study appeal to the pupil's interest and activities, arouse and stimulate his entire nature, and develop a reserve of power to be drawn upon when occasion requires.

INDIVIDUAL INSTRUCTION.

Individual versus Mass Teaching.

In the schools of our fathers there was little attempt at classification. Into one room were gathered children of all sizes, ages, and degrees of advancement. Pupils were received at any time, put to work in any book obtainable, at any point where past progress or individual caprice might dictate, and progress was fast or slow as the inclination of the pupil might determine.

When the demand for education became more general and pupils more numerous the necessity of some classification became apparent. Step by step the details of the graded system were worked out, and from an extreme of no system the schools moved to the other extreme of a rigid system of classification into grades or classes,—from a system of individual teaching to a system of mass teaching. The tutor with his one pupil stands as the extreme type of individual teaching, and the college lecturer with his three score or more of listening students stands as the extreme type of the class or mass teaching.

Weak Points in Mass Teaching.

The mass teaching fails to recognize the differences among children in disposition, temperament, and mental power, and attempts to push them along in masses without regard to individual needs. Under such a system little opportunity is afforded the slow and backward pupil to make up his work, and no encouragement is given the bright pupil to push on ahead of his class to tasks which test his strength and are commensurate with his ability. The result is that the slow pupil drops out of school and is lost to the world, and the bright pupil is reduced to the dead level of indifferent scholarship and mediocre attainments.

Weak Points in Individual Teaching.

On the other hand the strictly individual instruction has not proved a success. Pupils trained under private tutors seem to lack that even, all-round development which is essential to efficiency and success. Schools which have made provision for individual instruction only have proved failures. They have lacked system and have been characterized by chaos and stagnation.

Both Kinds of Instruction Essential.

Without question both kinds of instruction are absolutely essential to the highest efficiency in the schools and to the symmetrical development of the pupils. The value of the class recitation is unquestioned. Power to think logically and to express clearly, are the two important ends to be attained under any system of instruction. In the accomplishment of these ends pupils must be led to discover principles and to comprehend truths. Numbers contribute much to the attaining of these results. They supply the spur of emulation, the stimulus of one mind acting upon another, the suggestiveness of many view points, and a wider range of experience.

Individual instruction must also have an important place in an efficient system of schools. Individual

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SEWING CLASS, SEVENTH GRADE

instruction recognizes the differences among the pupils of a class, and makes it possible to provide for individual needs. When it has been systematically and rationally used it is observed that a greater number of pupils are held in the school, and that a much larger proportion are advanced from grade to grade; weak pupils are better understood and better looked after; attention to individual needs outside of the class saves much valuable time during the recitation; home study for pupils is not so necessary, and the home is relieved of much worry and annoyance; the necessity of retaining pupils after school to make up work is reduced to the minimum, and teachers are relieved of much worry and strain on account of over anxiety for the progress of their classes.

Individual instruction also tends to establish a more sympathetic and a more confidential relation between the teacher and pupil, and enables the teacher to get at the needs of the pupil without exposing his weakness to his companions. This relation has an effect upon the pupil which contributes to the pupil's good in both an intellectual and a moral way. The spirit of ministration and personal service prevails and does much to influence the pupil in the way of arousing ambition and establishing high ideals.

More Time Should Be Given to Individual Instruction.

In the high school time may be found for individual instruction in one of three ways. (a) The time of the recitation periods may be extended and ten or fifteen minutes at the end of each be given to individual work, or (b) each teacher may be permitted to set aside one recitation period each day for individual instruction, or (c) each teacher may do regular class work during the recitation periods for four days of

the week and individual work during the recitation periods of the fifth day. The adoption of any one of these methods would probably necessitate a slight increase in the teaching forces, but the consequent gain in rapidity of progress and thoroness of work would more than compensate for any increase in cost of instruction.

In the elementary grades individual instruction may be provided for easily by setting aside one period each day for this purpose. All individual instruction must supplement and aid the regular recitation work and must serve as a corrective of the evils incident to class teaching.

It should be definitely understood that the individual period is not to be employed by the teacher in simply passing up and down the aisles, prompting her pupils hereand there, nagging them on to better work, or enforcing mechanical attention to work: that it is not a time in which pupils are to attend to all kinds of odd and ends of work, to raise hands aimlessly, or to ask all kinds of irrelevant questions; and above all, that it is not a period in which the teacher is to mark papers, fill in records, or prepare lessons for coming recitations. The individual period in order to be of value must be devoted regularly to systematic and definitely planned individual instruction. All individual work should supplement and aid the regular recitation work and should be of such a nature as to arouse interest, stimulate thought, and encourage honest effort.

The effectiveness of individual instruction is due largely to the personal relation which is established between pupil and teacher. The manner of intercourse, the interest shown, and the sympathy expressed by the teacher are all factors of prime import-

ance. By winning the sympathy of the pupil the teacher wins him into touch with the subject she is teaching. He then sees through her eyes, hears through her ears, and shares with her the joy which attends the apprehension of truth and the satisfaction which is incident to conscious achievement.

MANUAL TRAINING.

Industrial Work in the Lower Grades.

During the year the industrial work has been continued along the lines of the year before, one hour each week being given to it in the grades below the seventh. In the primary grades the work has taken the form of clay modeling, paper cutting and folding, mat and rug weaving with warp and chenille, hammock weaving with macreme cord, and work in twine, raffia, and reed. In the intermediate grades the work was extended to basket weaving with reed and raffia. The materials for this work throughout the year cost about \$200. The results have more than justified this small expenditure.

The training afforded the children by these exercises has acknowledged value in both a practical and an educational way. The special training of the hands and fingers has a practical value as a preparation for the whole range of multiplied activities incident to individual and community life. In an educational way these activities have value in the way of co-ordinating physical and mental movements, in specializing nerve functions, and in stimulating mental activity. It is generally conceded that the physical and mental powers must develop together; that bodily movements and brain activity have reciprocal relations; that hand training is really mind training.

In addition to her regular work in drawing, Miss Cravath has been able to plan this work in industrial lines, to keep both pupils and teachers interested, and to reach highly satisfactory results. Not only have the mechanics of the industrial and art work received careful attention, but the higher phases of the work have not been neglected. Miss Cravath has shown unusual ability in creating an interest in art throughout the schools, in holding up worthy standards before both teachers and pupils, and in developing a wholesome and helpful appreciation of the beautiful among all.

The satisfactory results attained along the industrial and art lines are due in no small degree to the interests and hearty co-operation of the regular teach-They have given to this work their time and effort and have shown unusual efficiency in interesting and directing their pupils. The introduction of these lines of work has added in no inconsiderable degree to the regular work of the teachers. Some compensation for them is found, however, in the broader scope of work afforded and in the increased power of instruction acquired. Added interest on the part of the children, a more conscious touch between teachers and pupils, and a closer relation between the school and community life, are elements which add much to the efficiency of the work and bring satisfaction and dignity to the instruction.

Bench Work.

Manual training in the line of bench work was introduced into the Madison schools through the generosity of Mr. T. E. Brittingham. By means of this equipment the boys of the seventh and eighth grades of the city received instruction in bench work during the last half of the school year 1904–1905.

The location of this room in the Washington school made it necessary for the boys from the northern and eastern part of the city to travel long distances to their work, and resulted in a serious loss of time during the school hours. The need of a more convenient manual training center for these boys was very imperative. A committee of women from the Sixth ward appreciating this need, took the matter up, and by persistent and earnest work was able to raise a sufficient sum of money among the people of their ward to equip fully a room in the Irving building. This room was made ready for use early in January, and for the remainder of the school year was the center for instruction in manual training for the boys of this section. The success of this enterprise was due in a large degree to the chairman of the committee, Mrs. A. M. Frish, who was untiring in her efforts to bring the matter to a successful accomplishment.

The cost of the equipment of this room was as follows:

Benches, including freight	\$156	44
Case for patterns, models, etc	70	00
Tools, 24 sets	200	10
	\$426	54

In connection with our system of schools we now have two convenient and well equipped manual training centers, each of which is fully equipped with benches, tools, and other appliances for the instruction of twenty-four boys during each working period of the school day. Mr. Frank R. Froehlich continued in charge of the work during the year. The instruction was good, the boys were interested, and the results were very satisfactory.

Domestic Science.

Through the efforts of the committee on manual training, with Mrs. Brittingham as chairman, a subcommittee of the Educational Department of the Woman's Club, a room in the Irving building was fully equipped for giving instruction in sewing and cooking. For this equipment the Board of Education provided cupboards, tables, stools, and plumbing to the value of \$164; the Madison Gas and Electric Company contributed gas stoves, ranges, and waterheaters to the value of \$110; the Woman's Club and the Housekeepers' League gave cash to the amount of \$75 and \$67 respectively. Many other gifts in the way of money and necessary articles were received from interested and liberal citizens, completing the equipment, which represents a value of about \$460. A more detailed statement of this work may be found in the report of Mrs. C. H. Porter, chairman of the Educational Department of the Woman's Club, which report is given in full in another place.

This equipment in the line of domestic science has made it possible to give instruction in this department to all the girls of the city in the seventh and eighth grades, the seventh grade girls in the line of sewing, and the eighth grade girls in the line of cooking. Miss Elizabeth C. Lang has been in charge of the work during the past year and the results indicate that she possesses the qualities needed to make the work a success. The girls have been greatly interested, the work has been of value in both a practical and an educational way, and the general results have been of such a nature as to win the approval of the school authorities, and to insure this department a permanent place in the school curriculum.

We wish here to express our satisfaction in being

able to share the instruction in the lines of manual training and domestic science with the boys and girls of the parochial schools. Early in the year arrangements were made to organize classes for these pupils, but owing to circumstances which could not well be changed at the time the boys and girls of the Holy Redeemer school could not take advantage of the opportunity. The authorities in the St. Raphael' school were able to make changes in their program of work which would permit their pupils to take advantage of this offer. Classes were therefore organized for the boys and girls of the seventh and eighth grades of this school, and for the remainder of the year they shared equally the instruction in these lines with the boys and girls of the public schools. We believe that this arrangement was not without benefit to both schools and trust that it may be continued another year, and that the cordial relations which now exist between the parochial and the public schools may remain unbroken in the future.

SUMMARY OF THE COST OF EQUIPMENT AND MATE-RIAL FOR SPECIAL LINES.

Below is given a statement of the cost of the equipment of the rooms for manual training and domestic science, and of the materials for instruction for one year in the lines of manual training and domestic science.

Equipment.

Manual training, Washington school \$	550 00
Manual training, Irving school	426/54
Domestic science, Irving school	460 00

Madison Public Schools.

Contributions.

T. E. Brittingham	. \$	8	550	00
Sixth Ward Patrons			426	54
Madison Gas & Electric Co., and others		;	296	00
Board of Education			164	00
	\$	1,	436	54
Cost of Material and Instruction for One Yea.	r.			

Industrial work in the lower grades	8	165	29
Manual training, two schools		86	95
Domestic science		63	43
Salaries of special teachers	1,	412	5 0
	3 1,	728	17

VALUE OF HANDICRAFT EXERCISES IN A SYSTEM OF SCHOOLS.

Although the expenditure for the maintenance of the special lines of manual training and domestic science is comparatively small, yet it is pertinent to inquire whether the value of the returns are commensurate with the time employed and the money expended. We believe that this inquiry can be answered very emphatically in the affirmative. The value of the exercises connected with these lines of instruction may be considered from three standpoints—physical health, economic returns, and educational value.

They Contribute to Physical Needs.

Hand training is valuable in a system of education because it meets the physical needs of the youth of both sexes. The exercises which require the more positive and active muscular movements fall to the four years which cover the most critical period of child life—the period of adolescence, from fourteen to eighteen. If child-study does nothing more than to give parents and educators a clearer appreciation

of the dangers of this most sensitive and tempestuous period in the development of our youth, it is worth all the labor and thought that have been put into it. This study has made apparent the fact that during this period "the youth himself does not know or understand himself. He seems pressed and impelled by a mighty power from without. The reins of a new life are flung into his hands, and alas! too often no one stands by to aid him guide his fiery chariot. This is the age of the beginning of lofty aspirations, of yearnings to sacrifice one's self for something noble Altruism supplants the mild egoism of the earlier period. Right and wrong begin to look as they never looked before. The religious consciousness is awakened." Thus has Walter Jacobs, of Brown University, expressed himself in the Educational Review. Continuing in the same line he further says, "So I might go on to show how the volitional activity of youth yearns to express itself, longs to be something, to do something, to create some-If the whole boy is to be sent to school, it must be the boy doing, as well as the boy thinking and feeling. Froebel did a great service for little children when he proclaimed the educative power of self-activity; but the adolescent must have activity or he will die, intellectually and morally, if not physically. Nor must it be simply the activity of the child. That is imitative, responds readily to suggestion from without, yields easily to environment; but the adolescent boy resists. He has found his heritage of an ego, and you must yield him an opportunity to exter-The fact that all the diseases characteristic of adolescence are diseases of excess declares this pressure of inner energy. The awkward, gawky bearing of the boy just crossing the threshold of the

new life makes plain to even the most careless observer that there is more feeling, more energy than there is power to co-ordinate; and the power to co-ordinate, be it physical or mental, can only be gained by action. Action is salvation. A school without a playground, without a laboratory, without a workshop, without a debating society, without incentives to individual investigation and independent work, surely can find no place if educational values are truly apprized."

Broaden the School Curriculum.

The one-sided instruction afforded by the usual school curriculum offers another need for training which appeals to the interests and activities of the children-There has come to us a general feeling that our public schools are not doing all that should be done to fit for citizenship. There is a conviction that there has been too much of theory and too little of practice, too much of the abstract and too little of the concrete. "Our present school methods, and to a considerable extent our curriculum," says Professor Dewey, "are inherited from the period when learning and the command of certain symbols, affording, as they did, the only access to learning, were all important. Our education is still dominated by this medieval conception It is something which appeals for the of learning. most part simply to the intellectual aspect of our natures, our desire to learn, to accumulate information and to get control of the symbols of learning; not to our impulses and tendencies to make, to do, to create, to produce, whether in the form of utility or art." The school of the past has been inclined to deprive the child of much of his natural activity, to restrain rather than control and utilize his activities. The new education must make recognition of the pupil's "interests, activities, feelings and emotion, by supplying an environment which is healthy, a curriculum which is sane, and a school life the keynote of which is activity rather than sedateness. It is just this need that exercises connected with domestic science and manual training, including drawing and the variety of activities incident to the industrial work in the lower grades, are fitted to meet.

Have Economic and Industrial Value.

Then again manual exercises find a justification in the influence they have upon the economic and industrial conditions of the day. It is said that everywhere in Germany are evidences of prosperity and development. The country is filled with manufacturing establishments, which are being run to their full capacity. The people are happy, busy, and prosperous. The progress which the empire has made since the Franco-Prussian war is truly remarkable.

President Nicholas Murray Butler, of Columbia-University, in discussing the secret of Germany's wonderful progress says, "This progress is due to commercial and industrial advancement, for the Germans are manufacturing for the markets of the world and are competing for trade in every land."

The Emperor of Germany believes that the secret of prosperity lies in the ability to do things well. "The people, in order to be happy, must have plenty to do; they must create something; they must do good business, so that they may make money to give them the comforts of life." To the accomplishment of these ends the school system of Germany is made to contribute. "That training which makes so much for success begins in the public schools. The Germans

devote much time to those things which in this country are called educational fads. I refer to physical culture, manual training, drawing, music, and the The German boy from his childhood is taught to use his faculties. His hands are trained to serve his brain." If America is to keep pace with her rivals, she must look to the conditions of her laborers and devote more attention to education along practical and technical lines. In order to make our people happy, prosperous, and contented, our system of education must be broader, more thoro, and of such a nature as to fit more directly for the activities of life. the accomplishment of these ends training for our youth in some form of handicraft will contribute in no small degree, and it is upon these grounds that the introduction of these exercises into the school curriculum finds a strong justification.

Have Educational Value.

It is perhaps on the culture side that manual exercises find their strongest recognition as factors in the common school system. It has been settled beyond dispute that each nerve center has its own appropriate set of muscles upon which it depends for development, and that each set of muscles has a definite time of age for development. In her work on "The Point of View of Modern Education," Mrs. Marsh divides the development and education of the child into three periods, during each of which a certain definite nerve center must receive development through the activity of its own set of muscles.

During the first period the nerve center which lies below and back of the heart and has much to do with the stomach and sense experience, is developed. It is the chief business of this period of the child's life to gain perfect health; to devolp a strong, vigorous body; to become a healthy animal. Plenty of sleep and much living in the open air are the essential requirements. It is during this period that the child by tasting, touching, and smelling every object he encounters, obtains that sense training which cannot be acquired later.

During the second period the nerve center which lies in the lower and back part of skull and is supposed to be the special organ of the will, receives its development. During this period the child becomes more active and develops the muscles, more especially the muscles of the arms and legs, by running, jumping, climbing, and other active sports. These activities not only stimulate the physical growth, but aid in the healthy, normal development of the will.

The higher nerve centers which have to do with thought and the higher emotions are developed during the third period. The development of these nerve centers are dependent largely upon the activity of the muscles of the hands and fingers. fact," says Mrs. Marsh, "that furnishes the argument for manual training in the schools, and renders wood carving, fancy work and weaving, when not too fine or intricate, of immense importance to the growing boy or girl. The period when this work is most beneficial to the child is from the tenth to the fifteenth year, though there may be variations according to development or treatment. Children begin to show interest in these occupations about the ninth year, and may do the coarser kinds of sewing, etc., with great profit. The only objection to this time is the general tendency to give too much and too intricate work, so that it assumes somewhat the character of drudgery, whereas the tasks should be very simple,

admitting of very large stitches and employing plenty of pure color. The great importance of these facts is, as yet, not well understood by women generally. They are apt to think that any exercise which brings the muscles into play is good—and this is true in a general sense—but the truth which needs strongest emphasis is that certain nerve centers are developed along with certain muscles, and that this development is accomplished best at certain quite well defined periods of the child's life.

"The higher nerve centers (as has been said) have to do with the higher emotions; feelings of benevolence, the desire to help the race, to be of use to one's fellows, love of God—all have their seat in these brain cells that are developed through the muscles of the hands and fingers. There is, perhaps, no single truth that has so much to do with the welfare of the race as this. A small, undeveloped hand is not a mark of beauty, as some think, but of weakness; a sure indication of certain neglected, uneducated muscles, and a consequent lack of will and of emotional strength."

In summarizing the advantages of manual training as a means of formal instruction, Mr. E. A. Trance says that the aims are "to instill a love for work in general; to create a respect for rough, honest, bodily labor; to train to habits of order, exactness, cleanliness, and neatness; to teach habits of attention, industry, and perseverence; to promote the development of the physical powers; to train the eye to the sense of form, and to cultivate the dexterity of the hand to execute with readiness and accuracy the mandates of the will. By means of manual training all the principles of education are exercised in the development of character."

In theory the value of hand training has been ac-

knowledged by educational writers from Luther and Comenius down to the present time. The value of the work has been tested and acknowledged in all the leading countries of Europe, and the results in America lead to the same conclusion. It is generally agreed that physical and mental powers must develop together; that bodily movements and brain activity have reciprocal relations; that hand training is really mind training.

Whether this question be considered from the view point of physical health, of economic returns, or of educational value, the evidence all seems to point to one conclusion,—that hand training is an important factor in the education of youth, and that the time, effort, and money devoted to it bring ample and satisfactory returns.

CONCLUSION.

In conclusion I wish to express my satisfaction with the general results of the work of the schools during the past year. The intelligent appreciation of the ends to be attained in each grade, the wise use of means in attaining these ends, the large proportion of pupils brought up to grade, and the general spirit which has characterized the work of almost every room in the city, are features of the year which are to be commended. The most gratifying feature perhaps has been the increasing ability of the teachers to arouse and maintain in their schools a spirit of interested, absorbing, and inspiring work, and so direct the study and recitation work that pupils may acquire power to Do, to Study, to Think, and to enjoy the satisfaction which comes with conscious achievement.

I wish especially to express my full appreciation of the earnest and intelligent work of the teachers as a body, and to hope that all will find some compensation in the satisfaction which must come with the consciousness of work well done.

Respectfully submitted,

R. B. DUDGEON, Superintendent.

Madison, Wis., August, 1906.

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SOFA PILLOW DESIGNS, ART CLASS

REPORT OF PRINCIPAL OF HIGH SCHOOLS.

MR. R. B. DUDGEON, Superintendent of City Schools, Madison, Wis.:

DEAR SIR—I have the honor of submitting to you my fifthteenth annual report on the high school.

ENROLLMENT.

The following table shows certain facts which are of interest:

YEAR.	TARDINESS.	PER CENT. OF ATTENDANCE.	ENROLLMENT
1891-1892	697	95	323
1892-1893	4 72	95.5	339
1893-1894	380	96.5	357
1894-1895	420	95	397
1895-1896	351	96	417
1896-1897	3 98	95	479
1897-1898	270	96	486
1898-1899	290	96	534
1899-1900	372	95	578
1900-1901	275	95	587
1901-1902	270	96	577
1902-1903	348	96	594
1903-1904	380	95	597
1904-1905	356	96	583
1905-1906	401	96	620

The following table shows the attendance of boys and girls for the past fifteen years:

			G.	AIN.	LO	ss.
YEAR.	BOYS.	GIRLS.	BOYS.	GIRLS.	BOYS.	GIRLS.
1891-1892	126	197			į	i
1892-1893	131	208	5	11	ĺ	1
1893-1894	169	192	38		:	16
1894-1895	190	207	21	15		
1895 1896	201	216	11	9	İ	
1896-1897	233	246	32	30	! .	
1897-1898	253	233	45.5			. 13
1898 -1899	262	272	9	39		!
1899-1900	266	312	4	40		
1900-1901	237	350		38	29	1
1901-1902	221	356		. 6	16	
1902-1903	238	356	17	1		
19031904	248	349	10		ļ	1 . 7
1904-1905	272	311	24	•		38
1905-1906	276	344	4	33		

GENERAL MANAGEMENT.

The ease of general management during the year has been quite marked. This is probably due to several causes.

- (a) The greater interest on the part of teachers and pupils.
- (b) The cumulative effort of a persistent policy.
- (c) The elimination of the undesirable element.

Teachers are to be praised for their efforts to aid in most ways. Their attitude toward the plans for general management has been such as to render effective every movement looking towards improvement.

It may seem strange that one could assume any other attitude, and yet, it is one thing to be in a school, and a very different thing to be of it. To be a part of a system—helpful and earnest and vigilant, requires character in a teacher as well as in a pupil. The love of a school—"its standards of work, thought, and conduct which it maintains," is greatly influenced by the degree of teachers' interest.

School activities, in order to be effective, must be dominated by high ideals. "Strenuous application to duty and insistence on the best achievement commensurate with health, ability and maturity" are to be upheld only by constant effort by teachers.

Persistence along a given line of achievement has done something to make our general management easier. There is much in tradition. It is wise to aim to secure such as will be helpful and pleasant.

The elimination of the undesirable element may be contrary to the ideas of those to whom school does not have a very full meaning. We assume it to be the business of the public school to form character. We realize the great opportunity and splendid responsibility of the teachers, but we do not believe it to be the duty of the high school to endure the constant interference with business likely to arise from pupils who have low ideals of what constitutes best conduct in school and out of it. The total influence of a school should be turned upon one whose conception of duty and the inviolable rights of others are so poorly developed as to permit him to be an undesirable pupil.

Time and patience and tact, with much reason, should be spent upon the pupil who apparently is sent to school and voluntarily fails to get into line.

After this, when all ordinary and extraordinary influences fail to produce an impression, active participation in school privileges must be denied.

SOME RELATIONS TO U. W.

The preparation of high school pupils to meet U. W. examination in English is a matter of much importance to all teach-

ers, especially to those in the English department. In the last examination our high school furnished but two failures.

The existence of this examination at the opening of the University year is a decided stimulus to careful work in high school English. It disposes of the idea that "everybody knows English." A similar examination in other branches might be equally stimulating, but would be damaging to the accredited system.

After all, the idea of accountability to some authority for one's preparation in a given subject adds unusually to the care we are likely to exercise in study. If mastery is desired in a given subject, a final examination will add much towards securing it.

SEMESTER REPORTS.

U. W. semester reports on the first semester were gratifying. In some instances there is difficulty in reconciling failures with success in high school work, but in most cases such discrepancies can be accounted for.

Much has been said about the break between the eighth grade and the high school. Its existence is not more marked than that between high school and college. The effects are most marked in students who, in the high school fail to develop habits of self-reliant industry. Such students are lost in the mass. All their bearings are confused so that when examinations come, failure is pretty certain to be the result.

Another cause of failure is probably due to a desire, common in high school and out of it, to get something for nothing. The something desired is a maximum credit for a minimum expenditure of effort—a sentiment not confined to intellectual pursuits. A seeming attainment may, in many cases pass for the real thing provided it momentarily meets requirements. In large classes the temptation to permit this is intensified until an examination reveals the absence of the real attainment, and thus causes the student to seek to enlarge his seeming attainment—hence the resort to various schemes which in the mass may cover delinquencies in study.

U. W. HONORS TO MADISON HIGH SCHOOL PUPILS.

In the election of members to Phi Beta Kappa, five Madison students were chosen, while in the honors for theses at commencement, special honors were awarded to three out of a total of eleven.

STANDARDS OF ADMISSION TO THE NORTH CENT-RAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

The following constitute the standards of admission to the accredited list of the North Central Association of Colleges and Secondary Schools for the present year:

- 1. No school shall be accredited which does not require fifteen units, as defined by the Association, for graduation.
- 2. The minimum scholastic attainment of all high school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirements shall not be construed as retroactive.
- 3. The number of daily periods of class-room instruction given by any one teacher should not exceed five, each to extend over at least forty minutes in the clear. (While the Association advises five periods, the Board of Inspectors has rejected absolutely all schools having more than six recitation periods per day per teacher.)
- 4. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught as outlined by the Association.
- 5. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.
- 6. Wherever there is reasonable doubt concerning the efficiency of a school, the Association will accept that doubt as ground sufficient to justify rejection.
- 7. The Association has omitted for the present the consideration of all schools whose teaching force consists of fewer than five teachers exclusive of the Superintendent.
- 8. No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. All hearsay evidence, no matter from what source, is rejected.
- 9. All schools whose records show an abnormal number of pupils per teacher, as based on average number belonging, even though they may technically meet all other requirements, are rejected. The Association recognizes thirty as a maximum.
 - 10. The time for which schools are accredited shall be

limited to one year, dating from the time of the adoption of the list by the Association.

- 11. The organ of communication between the accredited schools and the Secretary of the Commission for the purpose of distributing, collecting and filing the annual reports of such schools and for such other purposes as the Association may direct, is as follows:
- a. In states having such an official, the Inspector of schools appointed by the State University. b. In other states the Inspector of Schools appointed by state authority, or if there be no such official, such person or persons as the Secretary of the Commission may select.

The above plan contemplates the making of but one annual report to the Commission by each school, said report to be made directly to the state authority and by him transmitted to the Secretary of the Commission for permanent filing.

The Association is very conservative, believing that such action will eventually work to the highest interests of the schools and the Association. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc., of such character as will unhesitatingly commend them to any educator, College or University in the North Central territory.

List of Wisconsin schools in the North Central Association of Colleges and Secondary schools:

Appleton; Ashland; Baraboo; Wayland Academy at Beaver Dam; Beloit; Berlin; Chippewa Falls; Eau Claire; Fond du Lac; Grand Rapids; Janesville; La Crosse; Madison; Marinette; Marshfield; Menomonie; Milwaukee, East Division, West Division, South Division, Milwaukee-Downer Seminary; New Richmond; Oshkosh; Portage; Racine; Ripon; Sheboygan; Sparta; Stevens Point; Superior, Blaine, Dewey; Waukesha; Wausau; Whitewater.

ATHLETICS.

The year's work in athletics was marked by a renewal of interest and better results.

In football, under the efficient instruction of Mr. McCarthy, the boys were brought up to a high standard of excellence. The team was uniformally successful in its games, but had extreme difficulty in arranging games—a fact to be accounted for only by assuming the superiority of our team.

In track athletics our showing was poor enough. Taking into account all the conditions, it is not difficult to explain our failure. It is unreasonable to expect a great degree of effi-

ciency under existing conditions. Boys whose total training is confined to a few weeks in the spring term, cannot hope to compete successfully with those who train throughout the year. With no facilities for training, either in grounds or apparatus, it is quite impossible to accomplish much. Even with U. W. track at our disposal, it requires much determination on the part of a boy to travel a mile in order to train for track events.

Some conditions seemed favorable for the revival of base ball. Good material was at hand. Efficient services of Mr. Pooley were freely given, with the satisfaction of having a good team. A decline of interest in base ball by the general public, makes it practically impossible for us to have games in Madison. Base ball was discontinued some years ago because of the expense incurred. This year it was considered unwise to run any risk of debt by bringing outside teams to Madison.

MORNING EXERCISES.

The character of morning exercises was the same as for some years past, with the omission of the part taken last year by pupils. This omission was due largely to the amount of work on pupils' hands and the excessive demand upon the rhetorical teacher.

The music of the opening exercises reached a climax this year. Never in the history of the past fifteen years have we had such good singing in the high school. Mr. Bredin's efficient service, together with a faithful effort by pupils, made this result possible. The music was continued longer than usual and was good to the very last exercise.

CLASS OFFICER SYSTEM.

The system of class officers has been continued with success, but has not been tried long enough to enable us to judge positively of its results. It certainly can do no harm. If judiciously followed, it may be conducive to much good.

A serious obstacle to its best working lies in the teacher's full day. With but one free period in the day, it is expecting too much to suppose that teachers can find time to do much effective work as class officer. The whole period is needed for individual assistance to pupils so that the available time left for class officer duties is simply what may be saved before or after school—periods which are the least desirable of all the hours of the day. Detention after school is apt to carry with it and idea of punishment—an idea fatal to some of the purposes of the class officer. It would contribute much to the efficiency

of teachers' efforts if the day were reduced to a six period day, or perhaps better still, to reduce the number of a teacher's recitation periods so as to leave two free periods during the day.

The concentration of a teacher's responsibility involved in this system must ultimately result in much good. It is a stimulous to teachers and a satisfaction to pupils.

It disposes of the idea in a pupil's mind that no one cares especially for his interests. The loss of personal attention given him in the ward school is, in some measure, made up under the class officer system.

LITERARY SOCIETIES.

There are at present three literary societies in the high school, viz.: the Madison High School Literary Society, the Forum and the Nautilus Club.

The Forum is a new society formed by members of the old society, who believed they could secure better results under new conditions. It has had a most prosperous beginning and seems to excel in enthusiasm and devotion to duty. Its success is marked in some measure by the triumph over Evansville in joint debate. Perhaps the best measure of its success lies in its being able to carry out good programs regularly.

The other societies have prospered and each one claims good evidence of progress, in the greater interest of members and their determination to make the most out of existing opportunities.

Although it may be assumed that little can be accomplished by a literary society without the hearty co-operation of all its members, it is also true that all such societies need supervision by teachers.

Such supervision needs to be of the right kind. Its helpfulness will vary directly with the spirit in which a teacher takes hold of the work. Supervision does not necessarily mean attendance merely to preserve order and secure the proper carrying out of a program.

Guidance in all lines of activity is needed in order that the highest ends be attained. The preparation of any part of the program, debate, declamation or essay needs the aid of experience and maturity to make them effective.

The high school teachers have not been negligent of their duty towards the literary societies, but authorities have had much difficulty in their efforts to secure the service of some teacher whose time will permit a careful supervision of all society work. The matter is very important and must receive more attention in the future. Considering what these societies

mean to their members, they are deserving of at least as much attention as the subject of athletics. To do this work effectively the teacher assigned should be freed from some recitation work so as to devote a fair amount of time to the solution of problems connected with the societies. As a matter of fact, one teacher is not enough. Each society should have at least one.

As a number of young people, who have later achieved distinction in debate, began that work in the high school, it seems imperative that we recognize the importance of this department and provide generously for its supervision.

THE ANNUAL.

An Annual was published by the Fourth grade under the rules of the Board of Education. Managers Curtis and Rayne devoted much time and energy to the work. Their care in the preparation of the book shows their ambition to make it a success. They are especially to be commended in the spirit shown towards all suggestions made by the Principal and censors.

The profits from the sale of the Annual amounted to \$126.46, one-half of which, under the rules of the Board of Education, was turned over to the high school and is on deposit, in the Capital City bank, to the credit of the high school picture fund.

One suggestion may be made for the guidance of future managers. If the Annual is as important as claimed by its friends, the benefit should be extended to a larger number. To secure its extension to more pupils, the price should be reduced so that it may come within the reach of all. This may result in a reduction of profits to managers and high school but the influence of the publication will be greatly extended.

CO-OPERATION OF PARENTS.

High school authorities have little cause for complaint on account of a lack of co-operation by parents. As a rule, interest in M. H. S. by parents has been sufficient to secure frequent visitation and almost uniformly hearty co-operation.

In a few instances, it is true, parents have been slow to manifest their interest, but this has arisen largely from a misunderstanding of conditions.

School activities are subject to immense modification by parental attitude towards them. They may be greatly re-enforced or materially weakened by the notice taken of them at home.

As the stimulus of a common end, conceived and striven for by all alike—teachers, parents, and pupils, are needed in each day's conquest, the significance of daily success, through home influence, can scarcely be estimated. Varying home conditions may permit the pupil to go unaided by the least encouragement, or may be such as to inspire to the effort necessary to greatest achievement.

During the coming year, under the adverse conditions incident to the construction of the new building, parents are asked to give more than usual attention to everything connected with high school work, but especially to the following:

 They should insist upon careful preparation of lessons at home. This involves the maintenance of regular study hours, and such a freedom from interruption as will secure the necessary hours for study.

In the past we have had frequent requests for the privilege of studying at home. Here is an opportunity to test the plan in its fullness and show what can be done with it.

- 2. They should insist upon regular and punctual attendance upon recitations.
- 3. They should require pupils to keep every engagement and to attend every exercise demanding their presence.

Scattered as we shall be, in unfamiliar surroundings, with few conveniences, delinquencies will mean more than ever. In view of the importance of these things, it is to be hoped that parents will respond in a way to secure the best possible advancement in study and ease of management.

TWO PROBLEMS IN EDUCATION.

"Two of the important problems that the contemporary interest in education has brought prominently before the public are: (1) What shall we do about the elective system which is daily extending its sway over schools and colleges throughout the country? And (2) How shall we bridge the gap between the high school and the lower grades; i.e., how shall we minimize the waste in the pupil's school education and make his entire school career serve continuously and progressively—as it should—his gradually expanding interests, needs, powers, and duties?"

The first of these problems, as stated by Professor Hanus. has been solved, partially at least, in the Madison high school, by the introduction of our new course of study. Although defects in that course are evident, we are confident that a beginning in the right direction has been made.

Future revision of that course to meet the promises made regarding what we want to do in the new building, will remedy those defects and extend their limits of choice to the degree consistent with the most advanced thought on this subject.

The second problem is more difficult of solution. Much has been said about it but not much has been done to bridge the gap between the grammar and high school, or to relieve the congestion in the number of studies in the course. Too many studies to be taken in too short a time is perhaps a difficulty quite as serious as the so-called gap between the grammar grade and the high school.

The difficulty of too many studies is intensified by the preparation of the average high school teachers. In this day of specialization, teachers are not content with the superficial knowledge of a study that comes because of the number of studies in the course. They are apt to regard their special subject as the all important one, and thus the total work demanded is quite apt to exceed the limits of a pupil's time and energy.

A remedy suggested consists of an extension of time of the high school course to six years so as to include the last two years in the grammar grade.

This plan is well set forth in the report of a committee making its report at a conference of collegiate and secondary instructors at Western Reserve University in 1902. This report embodies the opinions of nearly two hundred teachers, principals, and school superintendents, and therefore, represents a contemporary audience.

According to this report the period of secondary education extends from the years of twelve or thirteen to seventeen or eighteen--limiting the secondary period to six years.

"This period of secondary education from twelve to eighteen years of age, has been defined by many private and endowed schools. They recognized long ago that four years is too short a time to do the work that should be done in secondary education. Consequently, for a long time they have given, more than four years to it."

Some such arrangement must be made in the near future for the public schools. With the increased facilities of our new building it will be possible to add new studies only when we have provided for more time. There may be difficulty in assimilating the two upper grades of the elementary school with the high school, but if we have our minds fixed on an object as decidedly worth attaining, we shall find the means of attaining it.

PUBLIC EXERCISES.

NAUTILUS CLUB PLAY.

PROGRAM-A THREE ACT COMEDY

Presented by the Nautilus Club, assisted by the Boys' Literary Society and others.

CAST OF CHARACTERS.

Tom Cobb Rising young physicians. Colonel O'Fipp, retired Irish Colonel Matilda, his daughter	Walter Schneider
Tim Whipple)	(John Curtis.
Colonel O'Fipp, retired Irish Colonel	Robert Newman
Matilda, his daughter	Frances Beck
Mrs. Effiingham	Claribelle Durbrow
Mr. Efflingham Members of a ro-	Leonard Nelson
Caroline Effingham mantic family.	Helen Hutchison
Bulstrode Effingham	Harry Coffman
Mrs. Efflingham Mr. Efflingham Caroline Efflingham Bulstrode Efflingham Maid.	Vera Mutchler
ACT I.—Dining room in Colonel O'Fipp'	
ACT II.—Three months later. Elegant	ly furnished apart-
ments in Colonel O'Fipps' suite.	
ACT III.—Later. Living room in Effing	ham home.
Music by the High School Orchestra.	

JOINT DEBATE.

M. H. S. Lit. Soc. vs. Pow-Wow of Wis. Academy—High School Assembly Room, Jan. 13, 1906.

PROGRAM.

- 1. Vocal Solo......Miss Ethel Post
- 2. Debate.

Resolved, That unions are justified in their closed shop policy; by "closed shop" being meant a shop which is closed against non-union men by a formal agreement between the union and the employer.

AFFIRMATIVE: The Pow-Wow of Wisconsin Academy, represented by R. T. Burke (closer), J. H. Lettow, and Carl Naffz.

NEGATIVE: The M. H. S. Literary Society, represented by Roman Heilman, Moulton B. Goff, and John Curtis.

- 3. Selection by Quartette.
- 4. Decision of Judges.

JUDGES-Prof. J. G. D. Mack, Dr. S. E. Sparling, Mr. Emerson Ela.

PRESIDENT-Judge Anthony Donovan.

Won by affirmative.

GRADUATAING EXERCISES MADISON HIGH SCHOOL.

Congregational Church, Friday, June 15, 1906.

PROGRAM.

MusicLueders' Orchestra
InvocationRev. Arthur T. Reed
*SalutatoryJohn Huss Curtis
Music-"Sul Lido Serenata"G. Bellinghi.
Address, "The Youth's Dream of Life"Rev. F. A. Gilmore
Music -Waltz, "El Turia"—D. Granado.
*Valedictory Erna Carolna Reinking
Presentation of Diplomas
BenedictionRev. Arthur T. Reed
Music-Repasz Band March-Chas. C. Sweeley

GRADUATES, '06.

ANCIENT CLASSICAL COURSE.

tClara Marie Sherwood, U.W.

MODERN CLASSICAL COURSE.

Eveline Patience Abbott, U.W. Hazel Appleby, U.W. Lillian Breitenstein, U.W. Catherine Bernice Byrne, U.W. Caroline Marie Cary, U.W. Helen Emma Davis, U.W. Elsie Emma Dillman, U.W. Francis Wilson Durbrow, U.W. Clara Belle Durbrow Joephine Myrtle Gath Stephen Gilman, U.W.

Leonie Anna Hartman, U.W. Helen Hutchison, U.W. Margaret N. H 'Doubler, U. W. Laura Johnson Victoria Jones, U.W. Forest Harwood Cooke, HAV. U. Monica Augusta Kleinheinz, U.W. Katherine Irene Murnen John Robert Newman, U.W. Susanna Josephine Quale, U.W. Erna Carolina Reinking, U.W. Mamie Amelia Sanders, U.W. Elizabeth Dale Trousdale

SCIENCE COURSE.

Marion John Atwood, U.W. Egbert Eugene Baker Louis Brabrant Walter Jay Burch, U.W. Frank Chare, U.W. John Huss Curtis, U.W. Sidney Ball Dudgeon, U.W. Eugene Schuyler Heath Arthur G. J. Heilman. U.W.

*Chosen by the class. †Also Modern Classical. John Alexander Hoeveler, U.W. Isabel Elizabeth Jones, U.W. Myrtle Edith Jones, U.W. Joseph Livermore Elfrieda Merz William Joseph Meuer, v.w. Helen Manning. WHITEWATER NORMAL SCH. Selma Victoria Matson, U.W.

Mary Rose McKee, U.W.

Lillian Barbara Minch, U.W. Paul Bacon Porter, U.W. Frederic William Rayne, U.W. Carl William Reif, U.W. Walter George Schneider, U.W. Laura Steul, U.W. Sara Augusta Sutherland, U.W. Harold Paul Wood

Violet St. Sure, U.W. Olive Catherine Tracy Elza Marguerite Tannert, U.W. Frederic Vater, U.W. Lydia Henrietta Vick John Thomas Welsh, U.W.

FNGLISH COURSE.

Carl Gustave Anderson Leonard Keith Astell Edward James Fisher, U.W. Eugenia Elizabeth Hopkins Julia Kinney

Russel Solomon Nelson Vera Evelyn Leatzow Florence Marguerite Purcell Anna Storck Frank Waite Tillotson, U.W.

ARBOR DAY.

PROGRAM.

Song	School
Spare the Lives of the Birds	Rae Bell
Ole Mistis	Lillie Nickles
Piano Solo	
Class History	Eveline AbbottLouis Brabant
Vocal Solo	Vera Leatzow
Ode to the Skylark	Eva Wilcox
Song	Girls' Glee Club
Oration	Frank Cnare
Planting of the Tree.	
America	School

G. A. R. EXERCISES.

On the day previous to Memorial Day the morning exercise half-hour period was devoted to an appropriate but rather impromptu program.

Messrs. Martin and McKay spoke most effectively for 10 minutes each. It is doubtful if these gentlemen ever had a more attentive and interested audience. The speeches were just right in matter and length to secure the individual attention of all pupils. The remaining time was spent in singing by the high school under the direction of Mr. Bredin. Although the high school had no knowledge of the program, it responded beautifully to the demands made upon it. The interest and magnificent attention have been the subject of much favorable comment by all who had charge of the exercise.

It is a matter of regret that the attendance of G. A. R. men was so small. Those present expressed themselves as highly pleased. This occasion was one of unusual significance. It has never before been my good fortune to witness such an inspiring scene. Here was shown what we so often strive after and seldom get, viz.: enthusiasm of the very highest type. As a pleasant and uplifting surprise, the exercises stand almost alone in our high school history.

The singing by the high school was a most fitting climax to the year's work in music. So charmed by it were the visitors that one of them enthusiastically suggested that the high school furnish the music for the next Memorial Day.

Events like this are a part of the reward of the high school teacher. Such a response to a call of patriotism may not often be made, but the possibility of such devotion will prevent one exclaiming with the Shepherd in the Winter's Tale. "I wish there were no age between ten and three and twenty or that youth would sleep out the rest."

SECOND GRADE CONTEST.

March 28, 1906.

1. Hôlenè Thamrè	Pearl Schmitt
2. Belshazzar's Feast	
3. The Doom of Claudius and Cynthia	Maud Ketchum
4. Mary's Night Ride	.Florence Rimsnider
5. Madeline's Victory	Georgia Wass
6. The Russian Christmas	Eva Wilcox
7. The Soul of the Violin	Lilian Post*

CONCLUSION.

The opinion of the teachers justifies me in ranking the year among the most successful.

The causes leading to this result are many and varied. Some cannot be well defined—others are evident to the older teachers especially.

One cause adding much to the case of discipline is found in the arrangement of Fourth Grade work so as to require no waiting over.

Another lies in the persistent effort of teachers to establish and to attain right ideals.

Still another, which should not be omitted, is found in the good spirit of pupils, excelling in some ways that of all former years.

Respectfully submitted.

J. H. HUTCHISON, Principal.

^{*}First place and prize.

REPORT OF THE SUPERVISOR OF DRAWING.

To Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wis.:

DEAR SIR:—I hereby submit my ninth annual report.

At the high school, the mechanical drawing has been in charge of Mr. Frank Froehlich and much the same line of work has been followed as in previous years.

One new feature in the free hand work was the decorating of sofa pillow covers. Pupils planned designs from flower forms, drew them carefully on heavy paper, cut them out, thus forming a stencil. This was placed over a square of cloth and grayed colors were painted through. Many of these covers were made into pillows, finished with a cord of harmonizing color, and used as Christmas gifts.

Much to my regret, I have been unable to continue the work of the art club so great have been the demands from the ward schools. The art club partially met a need which might well be more thoroughly considered.

Recently it was my privilege to visit the large high schools of Indianapolis and there I found what one may find in all large progressive schools, provision made for the continuation of the art work through the three or four years of the course. Will not the occupancy of our new building be an opportune time for such provision?

The public school art association has confinued its work with its former enthusiasm and success. Only those familiar will all our schools can realize the extent of this movement and appreciate its far reaching influences.

Through the cooperation of teachers, the works of art have been made the subjects of English composition, thus teachers and children have become familiar with many artists and reproductions of their masterpieces.

The association has extended its work by placing in the schools, sets of pottery suitable in form and color to be used as models for drawing, painting, and clay modelling. All but three of our schools are now provided and one of these will purchase a set at the beginning of the year.

The moulding of pottery has been extended to two other schools, in one to a fourth grade and in another to a fifth and sixth grade, with satisfactory results. Miss Elizabeth Mills kindly made arrangements with us that the best pieces might be fired, glazed, and refired. The result of our experiments with twenty-two pieces was such as to encourage us to look forward to the time when a kiln shall be provided for our use.

Mrs. T. C. Brittingham presented us with one dozen Japanese prints, a most welcome gift. In teaching landscape composition and the decorative treatment of flowers, these are found to be very helpful.

The addition of the department of domestic economy to our school course has enriched the art work by making the practical application of art principles possible. At Christmas time, such articles as needle books and collar cases were made from tile matting under the direction of Miss Lange, and during the drawing period, the same pupils made appropriate designs and applied them to the article with color. Work bags were made in the sewing class and pupils decorated them with stencil designs.

Teachers and pupils express their pleasure in the use of the Prang text books of art education introduced the past year. The same numbers will be used the coming year: grades three and four, book three; grades five and six, book five; grades seven and eight, book six.

One question comes to me at the close and at the beginning of each school year—Are we fostering in the child the joy that comes from seeing and creating the beautiful? Let us avoid the danger of allowing the mechanics of our work to stifle the vital elements.

Henry Turner Baily says "Let your heart feel the throb of the morning; then your schoolroom will glow with a mellower light, and there will be a sweeter music, and the dry stick of schoolroom work will bud and blossom like Aaron's rod."

In closing, I wish to say that never since my association with the teachers of Madison have they inspired all their pupils to such excellence along the art and industrial lines as in the year just completed and together we look toward a future with higher ideals.

PARTIC TUCKYA



In submitting this report, I wish to thank yourself, teachers, and members of the Board of Education for your sincere and appreciative cooperation.

Respectfully,

IDA M. CRAVATH.

COURSE IN ART CONSTRUCTION.

Aims.

- 1. To train mental faculties—observation leads to clear percept; clear percept to clear concept; clear concepts lead to correct judgments. To stimulate originality.
- To train the hand to execute with nicety the dictates of the mind.
- 3. To create a love for and appreciation of beauty in form, color, and arrangement.
- 4. To correlate drawing with other lines of school work, making them mutually helpful.
- 5. To help the child to make the most of his God-given powers, developing them into a character of moral beauty and symmetry.

First and Second Grades.

Mediums of Expression—Colored crayons, black crayon, water color, clay, paper, and scissors.

Form Study.—Toys and flowers, pose drawings showing action to illustrate reading or language lesson.

Color-Six standard colors.

Composition—Arrangement of flowers in space, borders, surface covering landscape for different seasons.

Construction—Paper folding, toy furniture, cart, sled, barn, sunbonnet, May basket, mat weaving; rugs made on pasteboard, looms woven from warp and chenille.

Second Grade—Hammocks woven on pasteboard looms from macreme cord.

Picture Study—Those that decorate the walls of school room.

Third and Fourth Grades.

Mediums-Pencil, water color, brush, and ink.

Form Study—Objects based on cylinder. Much attention given to appearance of ellipses in different positions.

Color—Six standard colors reviewed and tints and shades studied.

Composition—Flowers and pose drawings in space, landscape. Simple groups in two tones, plaids and striped patterns designed, cross stitch pattern planned on squared paper.

Construction—Mat weaving-raffia on reed or on twine, vase forms modelied in clay, picture frames and letter cases made by wrapping raffia over pasteboard.

Picture Study—Those that decorate the walls of the school-room.

Fifth and Sixth Grades.

Mediums-Pencil, water color, brush and ink.

Form Study—Become familiar with type forms—sphere, cube, cylinder, hemisphere, cone, square prism, triangular prism. Review ellipses and study cube in parallel and angular perspective.

Color—Meaning of complementary colors. Scales of value. Composition—Flowers, landscapes, still life and pose in three tones. Folios with cover designed from plant forms. Rugs designed and worked out in black and two grayed colors.

Construction—Baskets woven from raffia and reed.

Picture Study-Those that decorate walls of school room.

Seventh and Eighth Grades.

Mediums-Pencil, water color, charcoal gray, crayola.

Form Study—Principles of perspective and foreshortening continued in corner of room and house in different positions. More attention given to details, to texture of objects.

Color Study—Complementary and grayed colors reviewed. Scales of intensity studied.

Composition—Tone work from groups of objects, flowers, landscape, pose. Folio designs from landscapes, calendar and blotter designs from conventionalized flower forms.

Meaning of balance and rhythm studied.

Picture Study—Those that decorate walls of school room. Construction—Girls sewing and cooking, boys' shop work.

First Year High School.

Mediums-Pencil, water color, charcoal.

Form Study—Review of principles of perspective. Group work in which more attention is given to details. Cast drawing.

Color Study—Review of theory of color. Grayed colors used in designs.

Composition—Landscapes in dark and light and in color.—Flower arrangements, Arbor Day and sofa pillow cover designs.

Construction—Use of drawing board, T square, triangles, ruling pen and ink, making patterns and working drawings of type forms, joints, screws, crosses. Much attention given to careful printing.

Pictures Studied-Those that decorate walls of school room.

REPORT OF SUPERVISOR OF DOMESTIC ECONOMY.

To Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wis.:

DEAR Sir:—I hereby submit to you the first annual report of the department of domestic science and art.

This department was permanently established in the Madison Public Schools in Sept., 1905, through the efforts of the Madison Woman's Club. The Educational Committee of this club, so aroused the enthusiasm of the club members, that contributions were voluntarily offered, and an amount, sufficient to buy the most necessary cooking utensils for a school kitchen was obtained. Upon consulting the Madison Gas Co. as to rates, cost of stoves, etc., the company offered to furnish all necessary gas fixtures, if such a department could be added to the schools. The Educational Committee of the Club, then waited upon the Superintendent and Board of Education, stated the situation, and asked that Domestic Science be given a permanent place in the Public Schools of Madison. The Board of Education accepted the offers and at last took steps in that direction.

The work this year, has been carried on only in the Seventh and Eighth Grades. All girls in these grades have taken the work, unless excused therefrom by the Superintendent for some good and sufficient reason. The Domestic Art, or sewing, was introduced into the Seventh Grade, and Domestic Science, or cooking, into the Eighth Grade. Each class in these grades has had a one and one-quarter hour lesson, once each week. The privilege of attending was extended to the Parochial Schools and accepted by them.

The kitchen is located in the Irving School in the Sixth Ward. It is furnished with a large horse-shoe table, having a maple top, two gas stoves, a gas water heater and tank, a cupboard and china closet combined, a White Frost refrigerator, a white enamelled sink, a clothes bar, teacher's desk, chairs, and stools for the pupils. The table has upon it twenty-four individual gas burners and contains twenty-four mould-

ing boards and drawers. In the drawers are kept such portions of the equipment as are most frequently used by the pupils during the year's work. The remainder is placed in cupboards and closets. The kitchen was not fully equipped until late in November, and actual work was begun on December third.

The nearness of the Christmas holidays gave opportunity for several candy lessons. At the opening of the second term, the classes began working with the every day things of life, such as, vegetables, cereals, rice, macaroni, eggs, baking powder mixtures and breads. In all each class has had twenty-three lessons, at an average cost of about two cents a lesson per pupil for materials used. All Domestic Science or cooking classes have been held at the Irving School.

The Domestic Art or sewing classes have for the greater part been carried on in the school rooms of the respective classes. Only such classes as were composed of pupils from different schools reported at the Irving School, when the kitchen was temporarily turned into a sewing room. The first article made was a sewing bag, to be used by the pupils during the year. This was followed in turn by stocking darning, Christmas work, mending, and the cooking school outfit to be used next year, namely—holder, towel, sleeves, and apron. Each of these articles are marked in cross stitch with the owner's initial. Each pupil furnished her own outfit and materials.

Logically defined, Domestic Science is classified and established knowledge pertaining to the home and home life. It is a science both broad and deep and branches out in so many directions, that it affords the average young weman more than ample scope to indulge her desire for higher education. The day is not far distant when Domestic Science will be taught in all grades, beginning in the kindergarten and carried on up through our colleges and universities. Not as some may suppose at the expense of the branches now taught, for unless one is thoroughly grounded in these, it is quite impossible to study Domestic Science intelligently. Domestic Science can and should be graded as are all other subjects now taught in the schools. Both Domestic Science and Art being of necessity largely mechanical or manipulation processes, have, however, a large educational value. Whether or no this side can

be brought out depends somewhat upon the length of time given to the recitation. This is particularly true of the cooking classes. There should be allowed in each recitation time enough, over and above that actually needed to do the work, for the pupil to draw her own inferences and conclusions, regarding the process pursued or to be pursued, either from previous observation or the work being done. When the lesson period is cut to the minimum, there is time for only the mechanical side of the work. The full value is brought out only when the educational and the mechanical sides are combined. This would necessitate a long period being given to the work. Domestic Science and Art stand in exactly the same relation to other branches of school work, as these do to each other. Botany, chemistry, mathematics, physics, physiology, all play an important part in these subjects.

Every girl having completed the Eighth Grade should have a thorough knowledge of the elementary branches of Domestic Sciences. It is at this time that the majority of them leave school and become self sustaining. Eventually these girls will become wives and mothers. Will not then the world be physically and morally better, if these wives and mothers have a thorough understanding of the duties awaiting them? Inasmuch as it devolves upon woman to be the home-maker, I believe that all girls should be educated along such lines as will best fit them for their life's work.

Perhaps the greatest obstacle that the advocates of Domestic Science have to confront is the expense account. This is always largest at the start, but a good equipment with ordinary usage should last for a number of years. The approximate cost of the Irving School equipment is five hundred dollars. There have contributed to the equipment, besides the Woman's Club. the Madison Gas & Electric Co., and the Board of Education, the following persons: Mrs. Wm. Vilas, Mrs. A. O. Fox, Mrs. Porter. Miss Hunt and Mr. Wm. Owens.

Respectfully submitted,

ELIZABETH C. LANGE.

REPORT OF SUPERVISOR OF MUSIC.

To Mr. R. B. Dudgeon, Superintendent of Public Schools, Madison, Wis.:

DEAR SIR:—In looking through reports of former music supervisors in the Madison Schools, it becomes evident that lofty ideals and conscientious effort entered largely into their plans—and this is practically evidenced by the condition of the schools musically.

At the beginning of the year now ended many things that were good had been accomplished, and these we have sought to maintain; and many things that were good had been begun, which we have endeavored to develop; and many things that were very much needed we have begun and hope to bring to more and more satisfactory ends. I believe that we all will agree that much satisfactory work has been done.

The quality of tone throughout the schools is unquestionably improved. This is only possible through actual example, and the effort to show good tone is now becoming more general among the teachers. The use of the chromatic pitch pipe has been made universal throughout the grades, and to this, and the unflagging effort to bring inaccuracies of pitch directly to the attention of the children, is due the noticeable decline in flatting of tone, which will be entirely overcome only when teachers and pupils appreciate free tone production. Our demonstrations with monotones have been so wonderful that many of the grade teachers have amazed themselves with their results secured by individual treatment.

The musical feeling of the children has been awakened by actual use, with the result that they themselves realize possibilities in singing as a means of emotional expression which they had not before, and where this has been most thoroughly accomplished do they love their music best.

The prime requisite in securing successful music work in the schools is the appreciation of true tone and rhythm and the cultivation of musical feeling on the part of the grade teacher. Well may any supervisor be happy to find these qualities so plentiful as they already exist in Madison teachers, but there is always an ideal condition toward which we work. The efficiency of the teachers here is very marked and this taken in connection with their cheerful willingness to follow all suggestions, and their happy gift of getting good work through vital interest, has made the year now past, I hope, a pleasant and profitable one to us all.

May I take this opportunity to thank you for your encouragement and interest which have been more than helpful, and through you the members of the Board of Education for their consideration.

Respectfully submitted.

HANNAH M. CUNDIFF.

June, 1906.

REPORT OF SUPERVISOR OF MANUAL TRAINING.

To Mr. R. B. Dudgeon, City Superintendent of Schools, Madison, Wis.

DEAR SIB:—I hereby submit my second annual report for the department of manual training.

During the past year the department of manual training was materially strengthened by the addition of a complete equipment which was placed in the Irving school. This sec ond equipment, like the first, consists of a bench equipment that will accommodate twenty-four boys at one time. Each bench is provided with an individual set of tools consisting of those which are used most frequently. Besides the individual sets there is a general set of tools consisting of those tools which are essential in successfully carrying on the work as planned but are not used as frequently as the others.

Instruction was given in the Washington and Irving schools to all of the seventh and eighth grade boys in the public schools and also to the seventh and eighth grade boys in the St. Raphael's school. Each class received one lesson of seventy-five minutes per week.

The course as outlined at present consists of twenty models. Each model was selected because it presents one or more new exercises, and because it can be made from a small piece of wood, thus economizing material. The instruction has all been individual except for the first two models. When a boy finishel a model he began the next without waiting for the other boys to complete their models. Consequently some boys were more advanced than others; hence, no definite line can be drawn between the seventh and eighth grade work. There were some boys who were exceptionally good and others who were exceptionally poor in the work, depending much upon the child's training before he began this work. During the past year I aimed to give to these boys special work that would fit their needs. The time allowed for this work is not sufficient for a large majority of the boys. This work should be begun earlier or else more time should be devoted to the work during the seventh and eighth grades. The former plan is preferable.

The room in the Washington school should be better equipped with electric lights. At present there is but one sixteen candle power light in the room. On rainy or cloudy days this is not sufficient as the windows are all at one end of the room. There should be at least four electric lights in this room. There should also be a wooden floor in this room. At present it is impossible to keep the tools from rusting on account of the damp air. It has often happened that a boy dropped a plane. Each time a plane was dropped some piece either broke or cracked. In a number of cases the boy had to replace the entire plane on account of breaking a piece that could not be replaced at a smaller cost. If a wooden floor were in the room this danger of breakage would be entirely avoided, thus avoiding the unnecessary expense to the boys.

In closing my work in the city schools of Madison I wish to express my thanks and appreciation to the superintendent and principals of the various ward schools for their assistance and prompt response in matters that required their attention.

Respectfully submitted,

FRANK R. FROELICH.

REPORT OF COMMITTEE ON HIGH SCHOOL.

TO THE BOARD OF EDUCATION, Madison, Wis.:

Gentlemen.—The Citizens Visiting Committee begs leave to submit the following report of its examination of the high school.

The committee this year finds itself happily in no need of urging the necessity of a new building; it would, however, emphasize the necessity of providing the best possible quarters for the school during the year between the old and the new building. Although a single year does not seem much in the continuous life of the school, it is one-fourth of the high school life of every pupil. Too strict economy in the temporary housing of the school would do injustice to the pupils of next year.

The committee has found the organization and discipline of the school very good. The citizens of Madison should be deeply grateful for the manner in which the teachers have striven by ingenuity, patience, and vigilance to make life in the old building endurable. The admirable discipline noted at the time of the recent fire was no accidental thing.

The committee has found the teaching in the school on the whole satisfactory. There is much good teaching, but not so much excellent teaching as with right may be expected in a school of such size and prominence. Excellent teaching, however, cannot be obtained without paying good salaries. At present salaries of high school teachers are being advanced all over the country and the supply of excellent teachers is becoming smaller. It is obvious then that a school that does not increase salaries is falling behind in efficiency. The new high school building will probably increase the cost of maintenance and administration; the committee hopes, however, that this will not have the effect of retarding such increases of salary as may be necessary to secure excellent teaching throughout the school.

In considering the matter of secret societies the committee finds itself in agreement with the opinion of most school authorities and teachers the country over, that they should not exist in high schools; it has, therefore, confined itself to a consideration of the means best adapted to put an end to them. Under present conditions it seems that the parents of high school pupils are wholly and solely responsible for the exist ence of these societies, and it is from their cooperation that the desired results may be expected. The committee is not in sympathy with the present rule of the Board of Education excluding members of secret societies from representing the school in all contests and from all class honors. This rule seems to have been wholly ineffectual, and may tend to create sympathy for the members of the societies as sufferers from injustice.

The committee recommends that at the opening of each school year a circular letter from the Board of Education be sent to the parents of children in the high school and to the parents of children entering the high school, which shall state the objections to secret societies and the wishes of the Board in the matter. This letter should ask parents to encourage interest in the literary societies, and state the terms of admission to them. The committee further recommends that all teachers of the school be asked to cooperate to encourage and promote the literary societies, and that the teacher of civics, in particular, by advice and direction assist the boys to organize a "Congress" similar to the one at Denver, or a "Lyceum" like that at Syracuse. Such organizations, essentially democratic, have proved most successful in arousing and sustaining interest not only in the literary societies but also in all subjects pertaining to good citizenship.

The committee feels that there should be provided a suitable hall for all high school social affairs. The gymnasium of the new building should be constructed with this in view, and until the new building shall be ready for use, the hall should be provided by the Board of Education.

With the erection of the new building the school will be amply provided with facilities for indoor gymnastics, but will be left entirely without ground for outdoor gymnastics and athletics. A sub-committee of the citizens committee, consisting of Rev. F. T. Galpin and Professor J. F. A. Pyre, has had this matter under consideration and recommends the purchase of one or two blocks of low lands on East Mifflin street and Washington avenue, the same to be properly drained and

filled. The field can be gradually equipped with gymnasium apparatus for outdoor work, track for track athletics, building for lockers, rubbing rooms, and baths. While primarily intended for the use of high school pupils the grounds could, under rules and restrictions, be used by pupils of the grades and as a general park and playground. The committee is prepared to furnish specifications with regard to plot (including cost of same), suggestions for the building, laying out of the grounds, etc. It is hardly to be expected that the city will at present feel able to incur the expense necessary for the purchase and equipment of such a field, but the committee is not without the hope that there are generous and public spirited citizens who will see to it that our high school students shall not much longer be without any place to play football, baseball, tennis, track athletics and other outdoor games.

Respectfully submitted,

F. G. HUBBARD,
EDWARD O. ELLIOTT,
AUGUSTUS TROWBRIDGE,
EDGAR W. OLIVE,
A. WOODWARD MOORE,
FREDERIC TOWER GALPIN,
MRS. T. S. TORMEY.
J. F. A. PYRE,
KATHARINE ALLEN,

REPORT OF COMMITTEE ON GRAMMAR GRADES.

To the Board of Education, Madison, Wis .:

Gentlemen.—The committee appointed to visit the grammar grades of the city schools submit the following:

The work in the schools has been particularly successful during the past year. Happy relations appear to exist among the pupils and teachers. Along the lines of mental development of the children we heartily commend the work of the teachers. The work in music shows improvement. A slight improvement in writing is noticeable but we doubt if vertical system should be continued. Manual training and domestic science has already proven successful. The new Doty school should unquestionably be provided with these departments. In several buildings the walls need tinting or retinting. The seats are poorly arranged and should be more carefully selected to accommodate the pupils where physical development is either greater or less than the average. We urge that each building be disinfected throughout during the summer vacation. This is done in other cities and as this is an inexpensive necessity it should be done. The use of donkey oil on the floors, woodwork and blackboards has proven decidedly unsatisfactory. Its use should not be continued on account of its injury to the clothing of children and teachers and its catching and holding dust qualities. Saw dust should be used more liberally as it is an excellent dust remover and leaves a fresh pine odor. In many cases it was applied too sparingly to secure the best results. The work of most of the janitors is good. Their work should be supplemented by women who could scrub the floors on Saturdays. Appliances providing hot water for cleaning purposes should be installed in every building. While the mental development of the children is satisfactory the neglect of their physical training is alarming. Stooped shoulders and narrow chests are the direct result of conditions now existing. The desks and seats are partly at fault and this has already been mentioned. The little physical culture that is taught, nine times out of ten, is practiced with

windows closed, making it a listless waste of time. Breathing exercises should never be attempted without a good supply of fresh air. The most crying need of the children is the use of the play grounds. In nearly every school the children are cautioned against stepping on the grass and in some cases fines are imposed when a child breaks this tyrranical rule. The streets and sidewalks are in many cases almost the only places for recreation. This is certainly a deplorable state of affairs when the health of the children is sacrificed for beautifying of the grounds. We suggest a narrow strip of lawn in the front yards with a shrub or hedge background to hide the less sightly grounds which could be used by the children.

ELIZABETH NECKERMAN, FRANCES J. HEALY, MRS. AUSTIN T. REED, HORTENSE CONSTANTINE, FREDRICKA KLUETER, ELIZABETH FAUERBACH, MARION RICHTER, JESSIE N. SWANSEN. EMMA J. ELLIS. KATE R. SCHEMEDEMAN.

REPORT OF COMMITTEE ON PRIMARY GRADES.

TO THE BOARD OF EDUCATION, Madison, Wis .:

Gentlemen.—The committee appointed to visit the Primary Grades of the city schools submit the following:

We find much to commend as well as some things to criticize unfavorably. The work of the teachers upon the whole is faithful and painstaking and the results satisfactory. The pupils appear attentive and interested, for the successful teacher of the present generation gives to her scholars much more than the humdrum rudiments of learning. A visitor is much impressed by the varying tones of the rooms, resulting from the relation between teacher and pupils and we think that the best work is done where the teacher, maintaining firm discipline and cultivating independence in the child, also rules by the strong tie of personal, sympathetic interest.

The ventilation is noticeably poor in the Draper, Lincoin, Hawthorne and Lapham schools, and the cooperation of the teachers with the janitors is asked that strict attention be paid to the regulation of the ventilating system, also that one storm window be left off each room that fresh air may be admitted whenever possible. A storm door is necessary at the First Ward Kindergarten to protect the children from draughts.

We add our plea to those of former years for the adjustable desks. The difference in size of children in the same grade is very noticeable in some rooms. Other janitors should follow the plan of the Washington School in placing heavy pieces of plank as footstools for pupils whose feet cannot reach the floor.

Good results are being obtained through the individual work done with the pupils, and we hope this method may be the means of saving to a whole class many valuable moments sometimes wasted in the drawing out of one slow pupil. We deplore the frequent hand raising when not called for, and the wasting of recitation time in efforts to maintain precision of attitude upon the part of small children, though the proper position in standing and holding the book while reading is necessary.

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HAND WORK, GRADES FIRST TO SIXTH

A visitor is always glad to see a plainly written program of work upon the board, though a marked deviation from the time limits is often noticed.

The results obtained from the use of dramatic readers are very satisfactory and the child is being developed in many ways by this style of reading. The practice of story telling is also good, quickening the imagination and originality of the child.

May not a slow, painstaking pupil become discouraged at the perfection of neatness required when the rapidly written spelling, arithmetic or geography in itself is correct? Much as neatness is to be commended we think it unwise to place it above perfect knowledge, apparently making the whole effort a failure.

In the case of bad facial eruptions should not the pupil be kept at home as in the case of other contagious diseases?

The problem of inadequate playgrounds is still to be solved. Much as the green grass adds to the appearance of the buildings, if it is a choice between smooth lawns and the children playing in the streets, would it not be wiser to sacrifice the grass?

As a rule the buildings are in good condition and the work of the janitors careful and thorough.

Respectfully,

GRACE COCHRAN RAMSAY,
GRACE NICODEMUS RILEY,
MRS. B. MAUTZ,
EFFIE COUREY BETTS,
LOUISE ALLYN,
MABEL BARTLETT KROPF,
JESSIE REED BUTLER,
MARY J. HALL,
MARGARET DURLIN WYNNE,
LENA STONDALL,
ANNIE L. TAYLOR,
LUCY AUSTIN SMITH.

June 26, 1906.

ADMISSION TO HIGH SCHOOL.

Admission to the high school may be secured as follows:

- 1. Graduates of the eighth grade of the Madison public or parochial schools may be admitted upon the presentation of a certificate of admission signed by the superintendent of city schools.
- 2. Graduates of the eighth grade of the schools of other cities or of the country shools are admitted subject to such conditions and examinations as the superintendent may impose.
- 3. Candidates for advanced standing are admitted upon the following conditions:
- (a) Graduates from schools accredited to U. W. or a similar institution may be given credit for completed work provided such work is equivalent in text-book, time, method and stand ing to that required in the Madison high school. In any case the credit given will be conditioned upon the character of the work done while with us.
- (b) Upon examination in subjects for advanced standing. This will apply to pupils coming from three-year high schools.

In all cases the credit to be given will be determined by the superintendent and principal.

TUITION.

Tuition for all non-resident pupils, that is, pupils whose parents do not live in the Madison school district, is as follows:

	High School.	
Fall Term	\$10 00	\$ 6 00
Winter term	8 00	5 00
Spring term	6 00	4 00
• •		

Tuition is payable at the opening of each term. No reduction in tuition will be made in case of absence for less than onehalf term.

MADISON HIGH SCHOOL COURSE OF STUDY.

YEAR.	Required Studies.	ELECTIVE STUDIES.
ı	Algebra5 English5 History3 Drawing2 Rhetoricals 1	German5 Latin5 Physical Geog5 Half year Civics5 " "
	Each pupil to take	21 hours of work.
II	History5 English3 Rhetoricals 1	German
III	Physics5 English2 or 5 History3 or 5 Each pupil to take 2	Latin
IV	Geometry5 English2 or 5 History5	Latin

- 1. To graduate, a pupil must complete fifteen units.
- 2. A unit means one subject pursued for five periods a week throughout the year.
- 3. Pupils will not usually be allowed to elect studies beyond the limit of the year in which they are classified.
 - 4. All required studies must be taken.
- 5. Studies completed in any given year are given full credit in making up the total necessary for graduation.
- 6. The numbers opposite the studies indicate the number of recitations per week.

7. In making out the studies to be pursued for a given year the pupil must first take the required studies for that year and then add enough from the elective studies to make the required number of hours per week for that year

The following are suggestive courses arranged from the required and elective studies to aid pupils in planning their work.

ANCIENT CLASSICAL.			MODERN CLASSICAL.	GERMAN.	SCIENCE.	English.	
I	1st Semuster	Algebra5 Latin5 English5 History3 Drawing2 Rhetori s1	Algebra5 I.atin5 English5 History3 Drawing2 Rhetori's1	Algebra5 German5 English5 History3 Drawing2 Rhetori's .1	Algebra 5 Phy. G 5 Civics 5 English 5 History 8 Drawing . 2 Rhetori's . 1	Same as Science Course.	
	2d Seniester	Algebra 5 Latin 5 English 5 History 3 Drawing 2 Rhetori s 1	Algebra 5 Latin 5 English 5 History 3 Drawing 2 Rhetori's 1	Algebra 5 German 5 English 5 History 3 Drawing 2 Rhetori's 1	Phy. G. }5 Civics }5 English5 History3	Same as Science Course.	
11	Ist Semester	Algebra 5 Latin 5 English 3 History 5 Khetori's 1	Algebra5 Latin5 English8 History5 Rhetori's 1	Algebra5 German5 English8 History5 Rhetori's .1	Algebra5 Zoolo'y or Botony5 History5 English3 Rhetori's .1	Course.	
:	2d Semester	Greek 5 Latin 5 English 3 History 5 Rhetori's . 1	English 3 History 5	Physiol'y 5 German 5 English 3 History 5 Rhetori's 1	Physio'y .5 Zoolo'y or Botany .5 History 5 English 3 Rhetori's 1	Course.	
111	mest.	Greek 5	i Latin5 : German - 5	Ger, is more	German5 -	Arithm'c 5	
_	2d Semest.	Physics, 5 Latin 5 Greek 5 History 3 English 2	Physics5 Latin5 German. 5 History 3 English. 2	Science	Physics, .5 German .5 History5 English5	History5	
IV	1st Semest	Geome'y 5 Greek 3 Latin 5 English 2 Hist U.S.5	Geome'y, 5 Latin, 1.5 German, 8 English, 2 Hist, U.S.5	Same as Science Course (Advanced German.)	Geome'y. 5 German 5 Hist U. S 5 English. 5	Geometry5 Eng. Gr'm 5 English5 Hist. U. S.5	
	24 Semest.	Geome'y, 5 Greek 3 Latin 5 English 2 Hist U.S.5	Geome'v5 Latin5 German . 3 English . 2 Hist. U. S 5	Same as Science Course (Advanced German.)	Geome'y, 5 German 5 Hist U, 8.5 English, 5	Geometry .5 Econom's .5 English5 Hist. U. S .5	

TEXT BOOKS.

WARD SCHOOLS.

Rational Elementary Arithmetic.
Rational Grammar School Arithmetic.
The Natural Geographies.
Sheldon's Word Studies.
First Lessons in Language,
Southworth.
Elements of Composition and Grammar,
Southworth.
Smith's Physiology.
History of the United States,
Fisk, McMaster, Scudder, or Gordy.
Sheldon & Co., Vertical System Penmanship.
The Modern Music Series.
The Prang Text Books of Art Education.

HIGH SCHOOL.

Shakespeare—Selected Plays	Rolfe, Hudson
Commercial Arithmetic	
Algebra	
Geometry	
Composition and Rhetoric	Thorndike
American Literature	
English Literature	Pancoast
Latin Grammar	Bennett
Latin Lessons Tu	ell and Fowler
Caesar	Kelscy
Latin Composition	Riggs
Cicero	D'ooye
Virgil	Knapp
Greek Grammar	Goodwin
Greek Lessons.	White
Greek Composition	Bonner
Anabasis	Goodwin
Homer	Scymour
German Lesson	•
German Reader	
Physical GeographyGilber	
English HistoryComan and Kendall, Cheyney, L	arned, Walker

Madison Public Schools.

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Ancient History	Meyers
Mediaeval and Modern History	
American History	Channing
Civil Government	James and Sanford
Physiology	Martin
Botany	Coulter
Physics	Carhart and Chute
Zoology	Jordan and Kellogg
In the higher Latin and Greek course	s any approved text-
book may be used.	

HIGH SCHOOL GRADUATES.

A full list of the graduates from the High School for previous years, will be found in the Annual Report of 1903-04.

CLASS OF 1904.

Mattie May Austin, Kindergarten Teacher. Ellis Pitt Abbott, U. W. Susan Naylor Armstrong, U. W. Hazel Viola Alford, U. W. William Joseph Bollenbeck, U. W. Otto Conrad Breitenbach. Emily May Bresee, U. W. Robert W. Bridgman, U. W. Anna Blackburn, Menomonie Kind. Training Sch. Emily Ellen Chynoweth, U. W. Edwina Mary Casey, U. W. William Henry Conlin, U. W. Bessie Rachael Coleman, U. W. Mary Coleman, U. W. Mary Elizabeth Curtis, U. W. Leula Elsie Dillon. William Barstow Dugan. Audrey Amazon Davenport, U. W. Helen Flint, U. W. Edwin Gordon Fox, U. W. Marion Emma Frederickson, U. W. Olive Marie Fehlandt, U. W. Flora Moseley Gilman, U. W. Jessie Alletta Johnson. Ruby Holt. Florence Alford Jewett. Ruth Leland Jennings, U. W. J. Cornelius Johnson, U. W. Elizabeth Verran Joslin, U. W. Emma Kahl, U. W. Mary Fidelia Longfield, U. W. Mamie Ella Lathrop. Sylvia Elizabeth Lounsbury, U. W. Vera Alice Langdon, U. W.

Elizabeth Lacy.

Claude Campbell Luckey. Mary Florence Maher. Raymond Winthrop Moseley, U. W. Alexander William Morgan, U. W. Norma Marie Nebel, U. W. Walter Nebel. Eugene William Nebel, U. W. Elizabeth Cecelia O'Grady. Edna Emma Pfister. Kate Post. Bernice Quinn. Mabel Elmira Rimsnider. Walter John Reif. Clara Edna Schneider. Paul Swenson, U. W. Alydth Maud Hungerford Shaw, U. W. Lula Sophronia May Starks, U. W. Carlton Hendrickson Stalker, U. Mich. Charles Foster Smith, U. W. Anna Isabel Togstad, U. W. Jennie Mabel Taylor. Mary Janet Van Hise. Irene Bergita Vick. Ruth Corbett Van Slyke, U. W.

CLASS OF 1905.

Alice Irene Alford, U. W. Annabelle Allen, U. W. Lona Irene Bergh, U. W. Frederick Sarles Brandenburg, U. W. Elizabeth Brown, U. W. Dorothy Marie Burnham, U. W. Henry Balsley, U. W. Emilie Anna Boesling, Whitewater Normal School. Alma Marie Boyd, U. W. William Edward Boyle. Anna Isabel Butler. Elsie Josephine Bird, U. W. Beulah Jennie Chamberlain. Phillips Chynoweth. Clara Margaret Cronin, U. W. Edna Lorene Confer, U. W. Alice Beatrice Cronin, U. W. Edwin Ford Curtiss, U. W. Burton Lamont Cramton, U. W.

High School Graduates.

Elizabeth Hyacinth Conlin. Katherine Agnes Donovan, U. W. Anna Regina Dunn. Victor Peter Diedrich, U. W. Anna Josephine Esser. Edward Philip Farley, U. W. Ida Fenton, U. W. Theo Fenton, U. W. Jane Bopeep Gapen, U. W. Alice Mary Grover, U. W. Earle Edwin Gibbs, U. W. Samuel Gallagher. Olive Goldenburger, U. W. Clara Elizabeth Hartwig. Josephine Heuer, U. W. Sidney Philip Hall, U. W. Emma Isabel Hean. Madge Evelyn Holcombe, U. W. Elnora Jean Hoyer. Frank Gardiner Hood, U. W. Agnes Learned Johnson, U. W. Harry Kessenich, U. W. Mabel Grace Kelley. Caroline Kleinheinz. U. W. Anna Bell Kirsch, Whitewater Normal School. Stella Otilla Kayser, U. W. Isadore Koltis, U. W. Barbara Hazel Klinefelter, U. W. Blossom Katherine Marie Law, U. W. Agnes Veronica Leary, U. W. Caroline Gail Libby, U. W. Mary Ellen Longfield, U. W. Magaret Blanche Lyle, U. W. Tennyson Lathrop, U. W. Louis Martinus Larson. Sara Blanche Morgan, U. W. Helmer Clarence Nelson, U. W. Lylia Jeanette Owens, U. W. Gladys Eva Priest, U. W. Marie Louise Pressentin, U. W. Frances Post. Nellie Clair Roybar, U. W. John Logan Rogers, U. W. Edna Arlisle Roloff, U. W. Stephen Francis Regan, U. W.

Morris Wilford Richards, U. W.

Lillie Josephine Scott.
Alice Adell Sprecher, U. W.
Anna Emelie Syftestad, U. W.
Mabel Silbernagle.
Jessie Clemons Smith, U. W.
Margaret Helen Sullivan, U. W.
Ole Selmer Syftestad, U. W.
Mary Katherine Taylor, U. W.
Kate Trainor, U. W.
Mary Regina Tormey, U. W.
Alva Samuel Thompson.
Joseph George Taylor.
Jennie Elizabeth Vernon, Man. Training School, Menominie.
Lulua Wittl, U. W.



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ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON WISCONSIN

1906-1907



MADISON, WIS.
TRACY, GIBBS & CO., PRINTERS
1907

DIRECTORY.

BOARD MEETINGS.

Regular meeting of the Board—First Tuesday of each month, at 7:30 P. M., Rooms Board of Education,
115 N. Carroll St.

SUPERINTENDENT.

Office of Superintendent—115 N. Carroll St. Office hours, from 8 to 9 A. M.

SCHOOL SESSIONS.

High School—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Longfellow School—From 8:45 A. M. to 12 M., and from 1:30 to 3:30 P. M.

SCHOOL CALENDAR-1907-1908.

FALL TERM-

Opens Tuesday, September 9, and closes Friday, December 20.

WINTER TERM-

Opens Monday, January 6, and closes Friday, March 27.

SPRING TERM-

Opens Monday, April 6, and closes Friday, June 12.

BOARD OF EDUCATION.

1907.

OFFICERS.

011102100
Anthony Donovan
FRANK ALFORD Treasurer
R. B. Dudgeon Superintendent
MEMBERS.
Term Expires.
FRANK ALFORD 25 West Dayton 1907
George Kroncke 1121 Rutledge 1907
Anthony Donovan 339 W. Washington 1908
F. W. ARTHUR 408 W. Mifflin 1908
O. S. NORSMAN 515 North Henry 1909
VICTOR LENHER 158 Summit Ave 1909
MAYOR JOS. C. SCHUBERT . 1118 Sherman Ave Ex-Officio
ALD. F. E. TURNEAURE . 166 Prospect Ave Ex-Officio

COMMITTEES.

STANDING.

Teachers .	•	•	•	•	•	. Donovan, Arthur, Kroncke.
Course of	Stud	ly				. LENHER, DONOVAN, KRONCKE.
Finance .						. Kroncke Arthur, Schubert.
Supplies .						. Norsman. Schubert, Lenher.
Buildings .						. Alford, Schubert, Turneaure,
						KRONCKE, LENHER.



CITIZENS' VISITING COMMITTEES.

HIGH SCHOOL:

PROF. W. G. BLEYER, Chairman.

PROF. N. M. FENNEMAN.

MISS LUCY M. GAY.

MRS. R. G. THWAITES.

PROF. R. L. LYMAN.

MRS. MAGNUS SWENSON.

MRS. WILLIAM MARSHALL.

PROF. G. C. SELLERY.

PROF. C. F. SMITH.

PROF. J. D. PHILLIPS.

MISS MARY OAKLEY.

MRS. J. M. PARKINSON.

MRS. C. A. HARPER.

Prof. R. A. Harper.

PROF. M. B. EVANS.

GRAMMAR GRADES:

MRS. F. E. TURNEAURE, Chairman.

MRS. ADOLPH KAYSER.

MRS. HENRY GROVE.

MRS. R. A. MOORE.

MRS. O. L. ROBINSON.

MRS. W. D. CURTIS.

MRS. B. B. WILBER.

MRS. LAWRENCE MURPHY.

MRS. E. F. APPLEBY.

MRS. FRANK SCHOEN.

MRS. E. B. McGILVARY.

PRIMARY GRADES:

MRS. GRANT SHOWERMAN, Chairman.

MRS. L. S. SMITH.

MRS. JOHN NEDDERSEN.

MRS. J. SEXTON.

MRS. H. L. RUSSELL.

MRS. GEORGE F. HALVERSON.

MRS. II. PICKFORD.

MRS. E. R. MAURER.

MRS. GEORGE WAGNER.

MRS. L. B. ROWLEY.

DEPARTMENT OF INSTRUCTION.

1906-1907.

_		
R. B. Dudgeon	Superintendent	
HIGH SCI	HOOL.	
J. H. Hutchison, Principal	•	
ANNA B. MOSELEY		
SUE TULLIS	Latin.	
MARIE McCLEBNAN		
MARY McGovern		
SABA D. JENKINS		
HELEN G. ANDREWS		
HARRIET C. McDaniel		
FLORENCE STOTT	7	
HARRIET E. CLARK		
IRMA M. KLIENPELL		
CAROLINE M. YOUNG		
JULIA E. MURPHY	History.	
EDNA R. CHYNOWETH	History.	
MELVIN J. WHITE	History.	
BERTHA H. PREUSS History.		
WINNIE C. WARNING Mathematics.		
A. OTTERSON Mathematics.		
August Grossman		
GEORGE R. HOLETON	•	
ALETTA F. DEAN		
J. H. BAKER		
INA ZILISCH		
CHAS. A. JAHR	Science.	
ALL SCHOOLS.		
IDA M. CRAVATH	Drawing.	
HANNAH CUNDIFF	Music.	
ELIZABETH C. LANGE	Domestic Economy.	
GEORGE R. HOLETON	Manual Training.	
SPECIAL TEACHERS.		
ETHEL M. GREEN	Primary Grades.	
GRACE M. KIER		

GEORGE WASHINGTON SCHOOL (First Ward).

MARY L. EDGAR, Principal	Eighth Grade.
CECELIA O. KAVANAGH	Seventh Grade.
THEDA CARTER	Sixth Grade.
MARY C. OLESON	Fifth and Sixth Grades.
RENETTE JONES	Fifth Grade.
MATILDA SMITH	Fourth Grade.
CARRIE HUGGINS	Third Grade.
FLORENCE NELSON	Second Grade.
HAZEL DOYLE	First Grade.
KATHERINE BURNS	First and Second Grades
CHARLOTTE E. NOBTON	
MABEL LYON	

ABRAHAM LINCOLN SCHOOL (Second Ward).

JESSIE M. BOWERS, Principal	Seventh and Eighth Grades.
NELLIE SPRAGUE	Fifth and Sixth Grades.
ELIZABETH M. HERFURTH	Fourth and Fifth Grades.
EMMA G. HYLAND	Third Grade.
EMMA SNYDER	Second Grade.
PAULINE SHEPARD	First Grade.

LOUISE M. BRAYTON SCHOOL (Third Ward).

MARY ()'KEEFE, Principal	Eighth Grade.
ALICE S. GODFROY	Seventh Grade
MAME RILEY	Sixth Grade.
ZILLA E. WISWALL	Fifth Grade.
CAROLINE A. HARPER	Fourth Grade.
ELLA C. HEILIGER	Third Grade.
GRACE VAN BERGH	Second Grade.
JENNIE M. WILLIAMS	First Grade.

JAMES D. DOTY SCHOOL (Fourth Ward).

THERESA G. COSGROVE, Principal	Seventh and Eighth Grades.
ROSETTE BLAZER	Fifth and Sixth Grades.
EMMA E. QUIRK	Third and Fourth Grades.
M. LENA HESSMAN	First and Second Grades.

LYMAN C. DRAPER SCHOOL (Fifth Ward).

ADELINE MARVIN, Principal	Eighth Grade.
MARTHA K. RILEY	Seventh Grade.
HERMIE MARTIN	Sixth Grade.
ELGA M. SHEAREB	Fifth Grade.
KATE BILLINGTON	Fourth Grade.
ALICE O. EKERN	Third Grade.

Madison Public Schools.

IRMA B. WISWALL Second Grade. CLARE DENGLER First Grade.
JACQUES MARQUETTE SCHOOL (Sixth Ward).
KATE H. FEENEY, Principal. Eighth Grade. NELLIE IVEY Seventh Grade. FANNIE CRAWFORD Sixth Grade. THERESA ARCHIBALD Fifth Grade. LOUISE ZIMMERMAN. Fourth Grade. ANNA DUNLOP Third Grade. EMMA R. SCHERMERHORN. Second Grade. ELIZABETH J. GRAHAM. First Grade.
WASHINGTON IRVING SCHOOL (New Sixth).
EMILY PARSONS, Principal. Fifth Grade. LINA LESSIG. Fourth Grade. CELIA HAMES. Third Grade. FANNIE M. STEVE. Second Grade. ADDIE I. SUTHERLAND. First Grade. EMILY McCONNEL. Kindergarten. ELSIE THOM. Kindergarten Assistant.
INCREASE A. LAPHAM SCHOOL (Seventh Ward).
MAY ISABEL KAY, Principal Seventh and Eighth Grades. ELIZABETH DUNLOP Fifth and Sixth Grades. S. ALICE BAKER Fourth Grade. MAYME E. CASEY Second and Third Grades. MABEL L. WEST First Grade. KATHERINE FLEMING Kindergarten. FLORENCE LYON Kindergarten Assistant.
HENRY W. LONGFELLOW SCHOOL (Ninth Ward).
SADIE E. GALLAGHER, Principal Fourth Grade. MARGARET E. CUMMINGS Third Grade. NORA R. CULLIGAN Second Grade.

NATHANIEL HAWTHORNE SCHOOL (N. E. Dist.)

NORA L. McKEE..... First Grade.

Department of Public Instruction, 1906-1907.

VELMER PRATT F	'irst Grade.
MILDRED LOCKWOOD F	irst and Second Grades.
ELIZABETH HUGHES K	Kindergarten.
ILLA DOW B	Kindergarten Assistant.
RANDALL SCHOOL	(Tenth Ward.)
Anabel Buchanan F	irst and Second Grades.
CHRISTINE BANDLI T	hird and Fourth Grades.

DEPARTMENT OF INSTRUCTION.

1907-1908.

R. B. DUDGEON	Superintendent	
HIGH SC	HOOL.	
J. H. HUTCHISON, Principal	Physics.	
ANNA B. MOSELEY	Latin.	
SUE TULLIS	Latin.	
Marie McClernan	Greek.	
MARY McGovern	English.	
JESSIE E. SHEBMAN	English.	
SARA D. JENKINS	English.	
HELEN G. ANDREWS	English.	
HARRY K. BASSETT	English.	
HARRIET E. CLARK	Rhetoricals.	
IRMA M. KLEINPELL	German.	
CAROLINE M. YOUNG	German.	
JULIA E. MURPHY	History.	
EDNA R. CHYNOWETH	History.	
MELVIN J. WHITE	History.	
BERTHA H. PREUSS	History.	
WINNIE C. WARNING	Mathematics.	
S. J. Bole	Mathematics.	
N. M. MILLER SURREY	Mathematics.	
GEORGE R. HOLETON	Mechanical Drawing.	
ALLETTA F. DEAN	Science.	
F. M. SURREY	Science.	
INA ZILISCH	Science.	
ALL SCHOOLS.		
IDA M. CRAVATH	Drawing.	
HANNAH CUNDEF	3	
ELIZABETH C. LANGE		
George R. Holeton	· · · · · · · · · · · · · · · · · · ·	
SPECIAL TEACHERS.		
MINA HENDRICKSON	Primary Grades.	
VASHTI SKIDMORE		
-		

GEORGE WASHINGTON SCHOOL.

MARY L. EDGAR, Principal	Eighth Grade.
CECILIA O. KAVANAGH	Seventh Grade.
THEDA CARTEB	Sixth Grade.
MARY C. OLESON	Fifth and Sixth Grades.
RENNETTE JONES	Fifth Grade.
MATILDA SMITH	Fourth Grade.
ANNA FISCHER	Third Grade.
FLORENCE NELSON	Second Grade.
PEARL A. CHAMBERLAIN	First Grade.
LULU ADAMS	First and Second Grades.
COBA A. MORGAN	Kindergarten.
MABEL LYON	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL.

JESSIE M. Bowers, Principal	Seventh and Eighth Grades.
MAUDE WHITNEY	Fifth and Sixth Grades.
ELIZABETH M. HERFURTH	Fourth and Fifth Grades.
EMMA G. HYLAND	Third Grade.
EMMA SNYDER	Second Grade.
PAULINE SHEPARD	First Grade.

LOUISE M. BRAYTON SCHOOL.

COBA M. GILLETTE, Principal	Eighth Grade.
ELGA M. SHEARER	Seventh Grade
MAME RILEY	Sixth Grade.
ZILLA E. WISWALL	Fifth Grade.
CAROLINE A. HARPER	Fourth Grade.
ELLA C. HEILIGER	Third Grade.
GRACE VAN BERGH	Second Grade.
JENNIE M. WILLIAMS	First Grade.

JAMES D. DOTY SCHOOL.

THERESA G. COSGROVE, Principal	Seventh and Eighth Grades.
ROSETTA BLAZER	Fifth and Sixth Grades.
EMMA E. QUIRK	Third and Fourth Grades.
M. LENA HESSMAN	First and Second Grades.

LYMAN C. DRAPER SCHOOL.

ADELINE R. MARVIN, Principal	Eighth Grade.
MARTHA K. RILEY	Seventh Grade.
HERMIE MARTIN	Sixth Grade.
LORENA C. REICHERT	Fifth Grade.
KATE BILLINGTON	Fourth Grade.
ADELINE CORNISH	Third Grade.

12 Madison Public Schools.

Irma	B.	WISWALL.	 	 	Second	Grade.
CT.ARE	e D	ENGLER.			First G	rade

JACQUES MARQUETTE SCHOOL.

KATE H. FEENEY, Principal	Fishth Crade
• •	6 2
KATHERINE E. FOLEY	Seventh Grade.
ELLA C. MANN	Sixth Grade.
THERESA ARCHIBALD	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
HELEN MOORE	Third Grade.
EMMA R. SCHERMERHORN	Second Grade.
ELIZABETH J. GRAHAM	First Grade.

WASHINGTON IRVING SCHOOL.

EMILY R. PARSONS, Principal	Fifth Grade.
LIDA E. LESSIG	Fourth Grade.
ELIZABETH WILKINSON	Third Grade.
FANNIE M. STEVE	Second Grade.
ADDA I. SUTHERLAND	First Grade.
EMILY McConnell	Kindergarten.
ELSIE THOM	Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL.

MAY ISABEL KAY, Principal	Seventh and Eighth Grades
CLARE J. VANDERHOOF	Fifth and Sixth Grades.
CHRISTINE BANDLI	Fourth Grade.
ANNA R. SCHOBINGER	Second and Third Grades.
ELLA E. FEHLANDT	First and Second Grades.
MARIE M REDEL	Kindergarten.

HENRY WADSWORTH LONGFELLOW SCHOOL.

INA M. BARNES, Principal	Fourth Grade.
MARGARET E. CUMMINGS	Third Grade.
NORA R. CULLIGAN	Second Grade.
NOBA L. MCKEE	First Grade.

NATHANIEL HAWTHORNE SCHOOL.

ANNA B. CHAMBERLAIN. Principal.	Eighth Grade.
CLARA MASSMANN	Seventh Grade.
LUCY M. CANTWELL	Sixth Grade.
MINNIE GULLICKSON	Fifth Grade.
JENNIE E. NEEVEL	Fourth Grade.
ANNA L. THOMAS	Third Grade.
BESSIE E. ADAMS	Second Grade.
VELMER PRATT	First Grade.

Department of Public Instruction, 1907-1908.

MILDRED	LOCKWOOD	First and Second Grades
JULIA B.	Maxham	Kindergarten.

RANDALL SCHOOL.

HATTIE FOOTE, Principal	Fifth	and	Sixth	Grades.
EDNA A. GUILFORD	Third	and	Fourth	Grades.
IDA A. JOHNSTON	First	and	Second	Grades

CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education from July 1, 1906, to June 30, 1907.

RECEIPTS. .

Balance on hand July 1, 1906	2,792	33
State apportionment, school fund	12,759	91
City school tax, 1906	65,000	00
County school tax, 1906	11,590	00
Town of Blooming Grove, joint district tax	2,161	05
Tuitions collected	940	00
Rents collected	1,026	00
Interest on deposits	892	78
Receipts Doty school bonds	30,425	00
Receipts from High school bonds	75,000	00
Temporary loan, Capital City Bank	8,000	00
Frame buildings sold	95	00
Miscellaneous receipts	83	22

\$ 210,765 **29**

EXPENDITURES.

Apparatus and library\$	58	28
Miscellaneous supplies	4,689	22
Miscellaneous repairs	4,891	69
Janitors and labor	6,978	67
Fuel	6,399	42
Furniture	242	50
Clerk's salary and census	300	00
Free text books	179	51
Printing	456	82
Payments on Doty building	22,986	82
Payments on Irving building	42	40
Payments on Randall building	2,480	91
Payments on High school building	17,000	00
Rent paid	880	00
Macadam and other taxes paid	429	01
Insurance	216	25
Additional ground for Irving school	2,000	00
Randall school site balance	3,680	00

Clerk's Statement.		15
Cement walks	384	21
Grading school grounds	164	43
Temporary loans repaid	15,500	00
Interest on same	83	44
Teachers' wages and superintendence	63,463	88
Balance June 30, 1907	57,257	83
*	210,765	29

O. S. Norsman, Clerk.

TREASURER'S REPORT.

RECEIPTS AND DISBURSEMENTS FROM JULY 1, 1906, TO JUNE

RE	CEILI	30, 1907.	TO JUNI	5
190)6.	00, 1007.		
_ •		Balance on hand July 1, 1906	. 2,792	33
July	1.	From Jos. Kaiser, rent	,	00
July		From sale of Doty school bonds	5,000	
July	14.	From balance from sale of Doty school	-,	
•		bonds	25,425	00
July	13.	From Slatington-Bangor Slate Co.,	,	
		freight refund	18	12
July	31.	From Capital City Bank, interest for July	29	44
Aug.	2.	From Jos. Kaiser, rent	45	00
Aug.	29.	From city treasurer, from sale of High		
		school-bonds	25,000	00
Aug.	31.	From Capital City Bank, interest for		
		August	38	38
Sept.		From C. N. Brown, for 2 frame buildings	95	00
Sept.	30.	From Capital City Bank, interest for		
		September		21
Oct.		From J. P. Mallett, rent 3 months	120	00
Oct.	31.	From Capital City Bank, interest for		
		October		56
Nov.		From Capital City Bank, temporary loan	8,000	00
Nov.	30.	From Capital City Bank, interest for	•	٠.
	_	November	180	14
Dec.	5. -	From Jos. Kaiser, rent 4 months		
Dec. Dec.	5. 5.	From Wisconsin Telephone Co., rent pole From Miller, Waldron & Studeman, old	0	00
Dec.	.J.	pipe	14	89
Dec.	7.	From city treasurer, from sale of High	10	00
mer.	••	school bonds	25,000	00
Dec.	12.	From Sinaiko Bros., old iron	•	21
Dec.	31.	From R. B. Dudgeon, tuitions collected.	310	
Dec.	31.	From Capital City Bank, interest for	0.00	••
2		December	39	65
190				
Jan.	15.	•		
		school bonds	25,000	00
Jan.	31.	From Capital City Bank, interest for		

Treasurer's Report.		17
January	43	05
Feb. 4. From Jos. Kaiser, rent 2 months	90	00
Feb. 9. From J. P. Mallett, rent 3 months	120	00
Feb. 9. From city treasurer, state apportionment	12,759	91
Feb. 28. From city treasurer, part city school tax	50,000	00
Feb. 28. From Capital City Bank, interest for		
February	53	50
Mar. 9. From Jos. Kaiser, rent	45	00
Mar. 28. From city treasurer, balance city and		
county school tax	26,590	00
Mar. 31. From Capital City Bank, interest for		
March	136	27
April 6. From Jos. Kaiser, rent	45	00
April 6. From J. P. Mallett, rent 3 months	120	00
April 30. From Capital City Bank, interest for		
April	165	23
May 14. From Jos. Kaiser, rent	45	00
May 14. From treasurer Town of Blooming Grove,		
joint district tax	2,161	05
May 31. From Capital City Bank, interest for May	158	21
June 5. From Jos. Kaiser, rent	45	00
June 27. From J. P. Mallett, rent 3 months	120	00
June 29. From R. B. Dudgeon, tuitions collected.	630	00
June 30. From Capital City Bank, interest for		
June	143	14
*	210,765	29
The aggregate of certificates of appropriations was.	152,007	46
Leaving a balance on June 30, 1907, of\$	58,757	83
One certificate of appropriation unpaid is		
Making net balance\$	57,257	83

FRANK ALFORD, Treasurer.

SUPERINTENDENT'S REPORT.

To the Board of Education:

GENTLEMEN.—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1907. This will constitute the fifty-second report of the series, and the sixteenth by me.

SUMMARY OF STATISTICS.

Population of the city, estimated	28,000
Assessed valuation, 1907 \$23,	471,405 00
Rate of taxation for all purposes, 1907	.014
Rate of taxation for city school purposes, 1907	.0042

COST OF SCHOOLS.

Teachers	\$ 63, 463	88
Incidentals	25, 292	36
Sites, new buildings and furniture	48, 190	13
Street macadam, cement walks and interest	1,061	69

SCHOOL CENSUS.

1906

1907

Number of children of school age in the city:

1000	1001
First Ward 327	389
Second Ward 586	598
Third Ward 276	277
Fourth Ward 556	556
Fifth Ward 859	999
Sixth Ward 1, 186	1, 259
Seventh Ward 675	645
Eighth Ward 722	755
Ninth Ward 484	59 5
Tenth Ward 220	285
Joint School District, N. E	821
Total	6, 579

ENRÖLLMENT.

Number of children enrolled in the public schools:

Number of children enrolled in the public sche	oois:	
1	905-06	1906 07
High School	620	611
Washington School	574	547
Lincoln School	273	267
Brayton School	323	352
Doty School	188	205
Draper School	420	858
Marquette School	36 3	345
Irving School	233	246
Lapham School	243	242
Hawthorne School	326	467
Longfellow School	191	186
Wingra Park School	32	75
Total	3, 786	8,896
Number of pupils in the different grades:		
1	1905-06	1906-07
Kindergarten	163	248
First Grade	529	468
Second Grade	463	479
Third Grade	434	440
Fourth Grade	405	415
Fifth Grade	857	380
Sixth Grade	314	342
Seventh Grade	279	284
Eighth Grade	222	239
First Year, High School	289	217
Second Year, High School	170	154
Third Year, High School	131	134
Fourth Year, High School	90	106
Total	3, 786	3,896
ATTENDANCE.	•	
	1905-06	1906-07
Per cent. enrolled	60.2	59. 3
A verage membership	3,285	3, 369

1905-06	1906-07
Per cent. enrolled 60.2	59.3
Average membership	3, 369
A verage daily attendance	3, 180
Per cent. of attendance	96
Total days of attendance for year574, 496	588,653

Madison Public Schools.

BUILDINGS.

	1906-07
Number of buildings occupied	
Number of regular school rooms	. 72
Number of recitation rooms used	. 20
Number of sittings for pupils	. 3,383
. TEACHERS.	
High School	. 28
Eighth Grade	
Seventh and Eighth Grades	. 4
Seventh Grade	
Sixth Grade	
Fifth and Sixth Grades	. 5
Fifth Grade	
Fourth and Fifth Grades	. 1
Fourth Grade	8
Third and Fourth Grades	2
Third Grade	
Second and Third Grades	
Second Grade	
First and Second Grades	5
First Grade	8
Kindergarten	4
Kindergarten assistants	
Special teacher Grammar Grade	1
Special teacher Primary Grade	1
Supervisor of Music	1
Supervisor of Drawing	
Supervisor of Manual Training	1
Supervisor of Domestic Science	i
Total	105
TEACHERS' REPORTS.	
Times teachers were tardy	299
Half days' absence	196
	649
Visits made to parents	317
visits made to sick pupils	911
VISITS TO THE SCHOOLS.	
Number by the superintendent	499
Number by members of the board	64
Number by parents	
Number by others	3,526
aramook by Obnording the Control of	J, J.J.

Superintendent's Report.

AVERAGE AGE OF PUPILS.

Upon graduating from High School, June 14, 1907: Boys	hs, 15 ths, 4	da da	ys ys
AVERAGE SALARIES.			
The average salary paid to men, not including the principal of High School and city superintendent, was		80 71	-
COST OF SCHOOLS.			
Cost of instruction in High School	\$17,7 41,9 3,8 25,2	18 25	88 00
Cost per pupil in High School for instruction: Upon number enrolled		29 32 34	75
Cost per pupil in the ward schools for instruction: Upon number enrolled Upon average membership Upon average attendance.		12 14 15	82
Cost per pupil in all schools for instruction: Upon number enrolled Upon average membership Upon average attendance.		15 17 18	70
Cost per pupil in all schools for supervision: Upon number enrolled Upon average membership Upon average attendance	,		98 13 20
Cost per pupil in all schools for incidentals: Upon number enrolled		7	49 51 95
Total cost per pupil for tuition, supervision and incidentals: Upon number enrolled		22 26 27	34

Madison Public Schools.

In estimating the cost per pupil the salaries of principals, kindergarten, manual training, domestic science, and regular and special teachers are included in the term instruction; the salaries of the superintendent and the supervisors of music and drawing are included in the term supervision; the term incidentals covers all other current expenses of the school, including all miscellaneous repairs but not the cost of sites, new buildings, or permanent improvements.

STATISTICS.

The enumeration of children of school age in the city at the close of the year gave 3,274 boys, and 3,805 girls, making a total school population of 6,579. This is an increase for the year of 457.

The whole number of pupils enrolled for the year was 3,896, of which number 1,903 were boys, and 1,993 girls. This is an increase over last year of 25 boys and 85 girls, making a net increase over last year of 110. The average daily membership was 3,369, an increase of 84 over the preceding year. The average daily attendance was 3,180, an increase of 61 over the preceding year.

The number enrolled was 59.2 per cent of the school population. The pupils were distributed among the grades as follows: Kindergarten, 248, or 6.37 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,802, or 46.25 per cent; grammar grades,—fifth, sixth, seventh, and eighth,—1,235, or 31.70 per cent; high school, 611, or 15.68 per cent.

The regular work of the school was carried on by ninety-five teachers, twenty-three in the high school, and seventy-two in the grades. In addition to these, four special teachers were employed to supervise the work in music, drawing, manual training, and domestic science, two to assist in the grades, and four to assist in the kindergarten, making the total number of teachers employed one hundred five.

In the grades the average number of pupils to each teacher, based on the enrollment, was forty-six; based on the average attendance, was thirty-seven. In the high school the number to each teacher, based on the enrollment, was twenty-seven, based on the average attendance, was twenty-two.

Madison Public Schools.

COST OF FUEL.

Table No. I.

School.	Kind of Plant.	Method of Ventilation.	Kind of Coal Used.	Tons Used	Cost per Ton.	Total Cost.
Washington	Hot air Hot air Hot air Steam Steam Hot air Hot air	With fan With fan No fan No fan With fan With fan No fan No fan No fan No fan	Soft Soft Hard Soft Hard Hard Soft Soft Hard Soft	136 120 96 98 134 83 91 136 63 71	83 97 3 97 3 97 9 00 3 97 9 00 9 97 9 90 3 97 9 90 3 97	381 12 882 00 581 98 747 00 819 00 540 52 250 11 639 00

Table No. II.

School.	Kind of Coal.	Total Cost.	No. Rooms Warm'd	Cost Per Room.	No Pupils Accommodated.	
Washington	Soft	\$ 539 92	11	\$49 08	547	8 99
Lincoln		476 40	6	79 40	267	1 41
Brayton		381 12	8	47 64	352	1 08
Doty		882 00	10	88 20	422	2 09
Draper		531 98	8	66 50	353	1 50
Marquette		747 00	8	93 38	345	2 17
Irving	Hard	819 00	8	102 38	246	3 32
Lapham		540 52	6	90 09	242	2 23
Longfellow	Soft	250 11	4	62 53	186	1 37
Hawthorne	Hard	639 00	9	71 00	467	1 84
Randall	Soft	127 04	2	63 52	75	1 69
	!		<u> </u>			<u> </u>

SCHOOL ACCOMMODATIONS.

The new Doty building was ready for occupancy on September 24th. During the year the four school-rooms on the second floor were used by the elementary grades and the six rooms on the first and basement floors by the first year classes of the high school. It was fortunate that these rooms were available for high school use at this time. They permitted the assembling of all first year pupils at one place for both study and recitation purposes. As a result these pupils have not suffered serious inconvenience from a lack of regular high school accommodations, nor has their work lacked efficiency.

The Doty building is well constructed, conveniently arranged, and not without architectural merits. When no longer needed for high school classes, this building will furnish ample accommodation for the pupils of the Fourth ward for a number of years, and adequate facilities for instruction in all lines of elementary work, including kindergarten, domestic science, and manual training.

The opening of the two rooms in the Randall school last fall relieved the crowded condition in the lower grades of the Draper school. The opening of a third room for the coming year will further relieve the Draper school and provide needed accommodations for the pupils in the western part of the city.

The matter of furnishing additional accommodations in the Longfellow school should receive prompt attention. An addition to the old building cannot well be made without seriously interfering with the convenient arrangement and the proper lighting of the present rooms. The most feasible and satisfactory plan would seem to be the erection of a separate building near the one now in use. The school grounds are sufficiently

large to permit of this without encroaching to any great degree upon the playgrounds of the children. The rapidly increasing population of the Ninth ward and the demands for instruction in special lines, make a good sized building in this section desirable and necessary. In addition to the regular classrooms the the building should contain an assembly room, a gymnasium, if possible, and ample accommodations for kindergarten, manual training, and domestic science work. An architect should be selected at once, plans secured, and the construction begun this fall.

During the past year the nine rooms in the Hawthorne building have all been occupied and some have been crowded. It was found necessary to transfer some of the pupils in the third and fourth grades to the Marquette school. The continually increasing school population of this section will make the accommodating of all children during the next year a perplexing problem. Without question a new building in this section will be necessary within a short time.

NEW TYPE OF SCHOOL BUILDING DEMANDED.

The time has come when a school building must be something more than a roof, covering four plain walls. Merely to house the children is not sufficient. Accommodations for the instruction of the children in the regular academic lines only will not satisfy modern demands. The newer and broader meaning of the term "education" demands a training for the children that shall fit them to meet the varied social and economic demands of the day. The modern school building must therefore not only house the children in properly lighted, well ventilated, thoroughly heated rooms, but must provide facilities for instruction

along all regular and special lines incident to present day demands, and must furnish centers for the activities that enter into the life of the community.

The modern elementary school building should contain a large study room with adjoining recitation rooms for the accommodation of the upper two grades. The work of these two grades should be under the immediate charge of a principal and an assistant. Under this plan the program could be so arranged as to give the principal much needed time to inspect and supervise the work of the whole building. Such an arrangement would add little if any to the cost of instruction in the building, and would certainly increase the efficiency of the work and make possible the attainment of more satisfactory results.

The elementary school building should also contain a large assembly room which will accommate all the pupils of the school. The frequent assembling of the whole body of pupils into one room unifies the school interests, encourages a good school spirit, and adds strength and character to the pupil body. In such a room could be held Memorial Day exercises, celebrations of authors' birthdays, and general exercises of various kinds. Such a room should also be made a center of profit and interest to the community.

The modern school building will not be complete without a gymnasium. The value of a sound body and the desirability of systematic physical training for the young, are so well recognized and highly appreciated that no argument should be necessary to justify the expenditure of money for these purposes. The gymnasium would afford also a playroom during inclement weather and make possible a partial supervision of the games of the children.

The new buildings must not fail to furnish adequate

and approved facilities for instruction in all regular and special lines, including kindergarten, art, manual training, and domestic science. In the planning of new buildings these new uses and possibilities of the schoolhouse must not be ignored.

FULL UTILIZATION OF SCHOOL-PLANTS.

Not only do the needs of the present demand a new type of school buildings, but also a more complete and profitable utilization of the buildings and equipments. The school not only has obligations to all who enter its doors, but also to the many who through various causes are unable to take advantage of the facilities offered. The school is doing a good work when it affords efficient instruction to all who apply for it, but it more completely fulfills its mission when it extends its uplifting influence to the indifferent and uncultured and gives them some appreciation of things educational. The welfare of the community rests not alone upon the culture of the few, but upon the integrity and intelligence of the many. The public school approximates its highest function only when it furthers the public good by bringing uplifting influences within the reach of all.

Madison has invested in school plants something like three-quarters of a million dollars, and expends annually for educational purposes nearly one hundred thousand dollars. The school buildings are used only about six hours a day for about one-half the days of the year, and stand unused during the remainder of the time. About 4,000 children attend the schools and receive directly the benefits resulting from the large investment an annual outlay.

It may be pertinent to ask whether the benefits accruing to Madison are commensurate with the large

amount expended for schools. Is the capital invested in school plants as productive as it ought to be? Are the profits as large as can be expected?

It may be fairly said that the Madison schools are thorough and efficient, and stand well up among the progressive schools of the country. The teachers of the city may be ranked high in their intelligence, efficiency, and in their earnest devotion to the interests of the children. The Educational committee of the Woman's Club, the Public School Art Association, and other organizations have all done much to enlarge the equipment of the schools, to extend their influence and to encourage in the community a higher sense of things educational. There is still. however, room for much improvement in the schools. and there still remain many ways in which the large sums expended and invested in an educational way may be made to make larger and richer returns to the city. The school authorities are not without some responsibility for a more complete and economical utilization of our public school plants.

School Buildings as Centers.

Something may be done to utilize school buildings more fully by making each a social and educational center for the community in which it is located. Parents' meetings, school receptions, coffees, and other gatherings may be held more frequently for the purpose of bringing together the people, rather than for the raising of money. More encouragement may be given to the arranging of free lectures, lantern slide exhibitions, and school entertainments of various kinds. These would bring the people of the neighborhood together from time to time, permit them to mingle in a social way, and furnish a means of in-

struction and entertainment. The interest in the schools would become more general and something of an uplift would result to the community.

Evening Schools.

Another way to utilize the school buildings and equipments more fully would be the establishment of a few evening schools during a part of the school Although our city is small, yet in every vear. section there are a few young persons beyond the compulsory school attendance age who need further instruction in the common branches. Many of these cannot attend the day schools because they are obliged to earn their own living, or because their assistance is necessary in the maintenance of the Others are not willing to enter the classes with the small children to get the elementary instruction needed. Many of these would be glad to attend an evening school and receive special instruction.

There are also young men and women in shops, stores, and offices who would be glad to take instruction in special lines and thus fit themselves more fully for their duties. For these, instruction in elementary English, penmanship, arithmetic, bookkeeping, and perhaps in typewriting and stenography, would be exceedingly helpful and profitable. In an evening school these persons could take instruction in the lines desired and at the same time continue their daily employment.

There are also foreigners in the city who need instruction in English and other elementary branches. An evening school would permit these persons to obtain the instruction desired without giving up their daily employment.

Utilization of Domestic Economy and Manual Training Centers.

Under present conditions the domestic economy and manual training centers are used only a few hours each day during the school year. The equipment of these centers makes it possible to give instruction in lines which are very valuable and which would be appreciated by many. Many boys and girls in the lower grades and others not in the schools would be glad to take advantage of evening and Saturday classes in these lines.

A wider use of the domestic economy center would result in much good to the community. Free evening and Saturday classes could be organized for the domestics of the city. Instruction in cooking and household economy would add much to the intelligence and efficiency of the girls and to the health and comfort of the homes.

Special classes could also be organized for house-keepers and for the young women of the homes. For these classes a small fee could be charged to cover expenses, and the course could include instruction in the various lines of household economy. Housekeepers with no hired help in the home would find the instruction profitable, and those with help would be enabled to manage their homes with more intelligence and comfort.

Vacation Schools.

A further use of the school buildings could be made by the maintaining of one or more vacation schools. In schools of this nature instruction could be provided in the regular lines, and in manual training and domestic economy. The session could be short and the exercises so varied as to combine recrea-

tion and instruction. The summer vacations are long and many parents undoubtedly would be grateful for an opportunity to place their children where their time and activities could be so directed as to afford them entertainment and profit. It is generally conceded that children are happier and come through a long vacation in a better mental and physical condition, when for a portion of each day their interests and activities have been directed regularly along some given line. Throughout the country the vacation school has come to be regarded as an integral part of the school system, and its maintenance an obligation upon the school authorities.

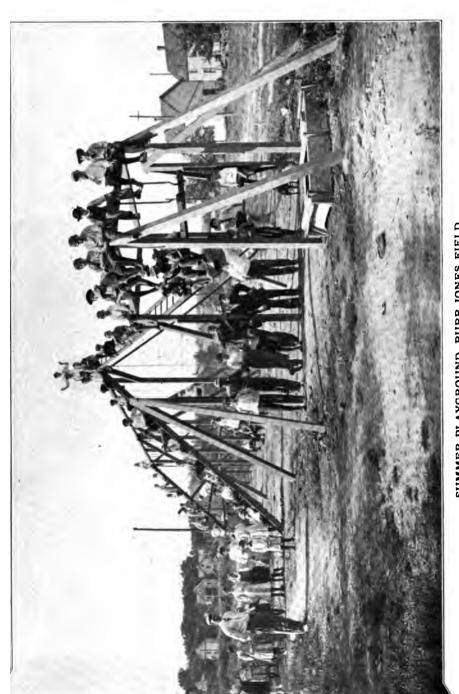
It may be said therefore that without question school authorities are not without some responsibility for a more complete and economical utilization of all public school plants. No effort should be spared to make the money invested in schools yield as large returns as possible in furthering the public good, and in adding to the joys and satisfactions of the people.

THE NEW HIGH SCHOOL BUILDING.

Some progress has been made during the year in the construction of the new high school building, but not so much as was desired or expected. The removal of the old building required much more time than was first thought necessary, and the excavating for basement and foundation walls was delayed to an unusal extent by bad weather, the presence of water in the ground, and the difficulty of disposing of the excavated earth. The scarcity and high price of labor, the unusual advance in the cost of all kinds of material, and inadequate transportation facilities, all seemed to conspire in retarding the progress of the work. The delay has been a matter of much annoy-

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SUMMER PLAYGROUND, BURR JONES FIELD

ance and embarrassment to the contractor, and a serious disappointment to all who are looking forward with eagerness to the completon of the building. Although the many and serious delays in construction have been disappointing, there is much satisfaction in knowing that all work is being done in a thorough manner; that the general construction is safe and substantial to an unusual degree; and that the portions now constructed give promise of a building which from architectural and utility standpoints will be a credit to the city.

\$ALARIES IN OTHER CITIES.
(Salaries for the year ending in June, 1907.)

Towns.	GRADES.				High Schools.				WARD PRINCIPALS.			
	Mini- mum.						Maxi- mum.		Minimum.		Maximum	
Appleton	840	00	\$ 65	00	\$ 66	67	\$ 116	67	\$120	00	8 155	00
Ashland			70				100			00	100	00
Beloit			55			00				00	75	
Chippewa Falls.	45	00	60	00	75	00	85	00	65	00	75	
Eau Claire	30	00	55	00	65	00	100	Oυ	79	00	90	00
Fond du Lac	47	22	55	56	72	22	100	00		67	83	33
Grand Rapids	45	00	50	00	75	00	. 90	00	55	00	65	00
Green Bay	42	50	55	00	65	00	80	00	47	50	72	50
Janesville	40	00	52	00	75	00	106	00	43	00	67	00
Kenosha	40	00	65	00	. 70	00	100	00	94	44	111	11
La Crosse	40	00	60	00	60	00	110	00	100	00	140	00
Madison	48	00	67	00	70	00	120	00	70	00	95	00
*Marinette			60	00	60	00	111	00	60	00	75	00
Merrill	. 37	00	50	00	60	00	75	00	55	00	80	00
Oshkosh	40	00	60	00	62	50	125	00	75	00	130	00
*Sheboygan				00		00				00	120	00
Superior		00	70	00	65	00	100	00	75	00	120	

 The statistics in the above table were gathered by one of the superintendents of the state for a special purpose and are inserted here as a matter of general interest. The table shows the range of salaries given last year in the several cities named, and indicates the highest salaries that the best teachers and principals may receive, but affords no basis for estimating the average salaries paid. The length of the school year varies in the different cities, averaging about nine and one-half months. Owing to the fact that in some cities the salaries are paid for nine months, and in others for ten months, the table affords no basis for determining the relative yearly salaries paid.

The number of teachers employed in proportion to the number of pupils enrolled is another element that must be considered in determining the relative amount paid for instruction in the different cities. of the cities given in the table, each ward building has a teacher for each room, or grade, and in addition a principal to supervise all the work. In a few cases an assistant principal is also employed. In the Madison schools the teacher in charge of the highest grade in a building is also principal. The principals must therefore supervise their buildings, and in addition do the full work of a regular teacher in charge of a Under this arrangement each Madison ward building has one teacher less than has similar buildings in most of the other cities. In view of these facts it will be understood from the table that in the Madison schools fair salaries are possible for the efficient grade teacher, but that the aggregate expenditure for instruction in each building is less than is paid for the same work in other systems of schools.

MADISON TEACHERS SHOULD HAVE MORE PAY.

The Madison teachers need more pay because they draw salaries for only nine and one-fourth months, and must live for twelve months in the year. Persons in other lines of employment receive pay for about 300 days in the year. Using this basis for estimating the teachers' compensations, a salary of \$450.00 per year means only \$1.50 per day; a salary of \$500 per year, only \$1.66 per day; \$600 per year, only \$2.00 per day. The average yearly salary paid last year to the women teachers of the city, including high school teachers, principals of ward schools, supervisors of special lines, and grade teachers, was only \$581.00. The average salary of the grade teachers alone was only \$502.92. In either case it was less than \$2.00 per day on the basis of 300 working days to the year. The better class of women of the city engaged as nurses, saleswomen, stenographers and and typewriters, dressmakers, and even many scrubwomen and domestics earn an equal or greater amount during the year. Many men engaged in common labor earn more than do our teachers, and skilled laborers earn two and three times as much.

It is a lamentable fact that after paying for their rooms and board, dressing themselves comfortably, and paying a few necessary personal expenses, many of our teachers have nothing left with which to pay their expenses during the summer vacation. They are therefore obliged to coach pupils, teach in summer schools, do institute work, or to perform service of some other nature in order to "make ends meet." In fact many of the teachers are receiving for their services little more than their board and clothes.

The teachers should therefore receive more pay that they may be abl et oget the rest and recreation during vacation that will fit them for the duties of the coming year. The work in school-room is more trying, wearing, and enervating than in any other line. It is said on authority that longevity in teaching is less than in any of the other professions and the period of effective service shorter. It follows that the teachers' remuneration should be such as will afford them opportunity each year to recuperate their strength and restore their energies.

Madison should pay better salaries in order to secure the best persons possible to fill vacancies as they occur. It must be remembered that the demands upon the Madison teachers are not slight. They must be cultured, refined, pleasing in manner, and faultless in taste. They must be able to mingle freely with the best people and be worthy of a welcome in the best homes. Parents have a right to demand that the teachers of their children shall be well-bred, well-informed, and with such personalities as will give emphasis to the better things of life. In order to secure properly equipped teachers, the salaries must be equal to or better than those offered in the best schools of other cities.

Madison must pay better salaries in order to retain in our schools the best teachers. She can illy afford to have the best teachers gleaned out from year to year for positions in other schools where better salaries are paid. A poor teacher is a useless expense; a good teacher is a profitable investment; the best teacher is the best investment. Madison can afford nothing less than the best. She must not only secure the best but must pay salaries sufficient to retain the best.

Madison should pay better salaries so that her teachers may afford the means of adding to their power and culture year by year. Live, progressive teachers are essential to efficient schools, and they must not only have proper preparation, but must also have ample opportunities for continued growth and development.

Finally, Madison should pay better salaries because she is an educational center and should have the best schools in the state. Her welfare is more dependent upon the schools than upon any other interest in the city. The schools should not be looked upon as a burden, but as an opportunity. Money given for schools should not be considered as a charity or the payment of a debt, but as an investment that will bring ample returns in those things which make a progressive community and an enterprising city.

MONEY EXPENDED FOR GOOD SCHOOLS AN INVEST-MENT NOT AN EXPENSE.

In the issue of June 20, 1907, of the New England Fournal of Education, a distinction is made between expense and investment. Expense is defined as that use of money which one pays for current bills, for the necessities of life, or for the maintenance of a plant. It is the outlay of money for which there is no dividend or kindred return.

On the other hand, investment is that use of money from which may be expected special returns; a loan of money for the interest; the purchase of land or stocks for the expected advance in values; the putting of money into products or commodities of various kinds to be held for an increase in prices.

It is shown that money put into poor teachers, poor school-houses, and meager equipment brings no adequate return to the community and should be considered an expense and a burden. On the other hand, money expended for the establishment and maintenance of efficient schools should be considered as an investment. Intelligence in the community means an increased earning capacity among the people, a higher standard of living, a wider range of wants, and a more intelligent use of funds. These result in higher valuations, an increase in taxable property, and more revenue.

The editor of the Journal of Education says:

"If schools are supported merely to prevent pauperism and crime, if school-houses and teachers are no better than are necessary for the teaching of the rudiments of an education, if school buildings are so poor and children so lawless that property is worthless in the neighborhood, then the schools are an expense.

If children, because of the public schools, make men who pay more taxes than they otherwise would, or if they earn more money and buy of better grocers and tailors, patronize better physicians and dentists, rent a better house, and furnish it better, indirectly the city gets more taxes. Then the schools are an investment.

If schools are so good that men of means move into the city and buy or rent property near some school, then the value of property is enhanced and the schools are an investment.

If two thousand dollars are spent for teaching drawing and for beautiful art works in school, so that furniture dealers, carpet stores, paper-hangers, house painters and decorators picture dealers sell a higher class of goods, and if all those who cater for patronage must fit up their places more attractively, thereby patronizing all sorts of decorators and furniture dealers, it does not take long for a city to get back more than \$2,000 in taxes, if assessments are honestly made.

If domestic science is so taught that the homes buy better meats and groceries, patronize better restaurants, have better furnished kitchens and dining-rooms, it does not take long for a city to get back in taxes, indirectly, more than the investment.

If school gardens are introduced and children learn how to raise small fruits and rare vegetables and love to do it, so that as men and women they will not live in the conjested district, will not live where they can have no garden, but will move out where land has been taxed by the acre and they cause it to be taxed by the lot, it does not take long for a city to get back a large return on the investment in school gardens. Whatever is put into a school that increases the earning capacity of the people, that heightens the taste, that makes people more appreciative and discriminating, is an investment and not expense."

A LARGER PORTION OF THE CITY REVENUE SHOULD GO TO THE SCHOOLS.

In 1905 the cost of teaching and supervision in the cities of the United States containing over 8,000 inhabitants was \$22.81 per capita of pupils in average attendance in all grades; in the North Central states it was \$21.42; and in Wisconsin \$19.45. In Madison for the same year it was \$18.34. The total cost of schools in the same classes of cities, estimated on the same basis, was respectively, \$40.59, \$37.00, and \$30.55. In Madison it was \$25.43. It can be easily observed, therefore, that upon whatever basis a comparison is made, the cost of schools in Madison, per capita of pupils, is less than the average in other cities of the country.

This suggestion of more money for the schools may be considered from another viewpoint. It is undoubtedly true that in the line of the higher and better things of life, the welfare of the city is more dependent upon the schools than upon any other agency. It is probably also true that the money used in the other departments of the city government brings no more ample returns in way of thrift and increased property values, than does an equal amount given to the schools.

It would certainly be unwise, and ought to be unnecessary, to increase the total tax rate of the city. When, however, the relative low cost of the Madison schools and the investment feature of school expenditure are considered, it does seem that a larger share of the city revenue might wisely be appropriated to the support of the schools.

SALARIES SHOULD BE GRADED ACCORDING TO MERIT.

Schools are organized and maintained for specific purposes, and money expended for them should be regulated in proportion to the accomplishment of these purposes. The payment of salaries can be justified only on the ground of ample returns to the community, and must be regulated on the basis of service rendered. On this basis there can be no possible justification for paying all the teachers of a given grade the same salary without regard to the value of the services rendered. It is equally without justification to regulate salaries on the basis of the length of service, unless it can be shown that length of service has been attended with a proportionate increase in efficiency. No more should the grade in which the teacher works be a basis for determining the amount of salary. There is no reason for paying more in the higher grades than in the lower, unless a wider preparation for the upper grade is demanded, or the demand for teachers is greater in proportion to the supply. "The only possible reason," says Henry Sabin, "why the high school teachers should be paid more than those in the grades, is because they have as a rule spent more time and money in preparing for To teach algebra or rhetoric well is no more an evidence of skill or ability than to teach arithmetic or English grammar."

In this connection it may be said that all positions in the public schools should be considered equally honorable. A teacher in any grade who does efficient work should be given full credit, and should receive her recognition by an increase of salary, rather than by a transfer to a higher grade. Salaries should be graded according to the worth of the work and not the worth of the position. A woman who wisely and efficiently cares daily for forty or fifty little children and gives them the right start in the path of learning, may be doing more for the community than the man who teaches Latin or Greek to a dozen boys and girls. Quoting again from Henry Sabin in the Fournal of Education: "She who has taught a child to read has done more for that child than any other teacher can do at any subsequent stage in education."

Continuing Mr. Sabin says: "Quality of work ought to be the only criterion of success, and success ought to be the only criterion of true promotion. This rule is of universal application. If you feel that your position is shaky, improve your chance of retaining it by improving your work. If you are desirous of a position in a larger city, do your work so well where you are that your fame will spread into the surrounding neighborhood, and attract attention because of its excellence."

A like exhortation may be made with reference to salaries. Whatever the salary, the teacher should do her work well; do the best she can; make a success; make herself indispensable to the schools, and an increase of salary will surely be forthcoming.

MORE MEN NEEDED IN THE SCHOOLS.

It is a matter of note that as teachers in the public schools of the country, the women greatly outnumber the men. In all grades of public schools of the country, including the city systems and the rural schools, the ratio of women to men is about 3 to 1; in Wisconsin it is about 6 to 1. In the cities of the country containing over 8,000 inhabitants, the ratio of women to men is about 12 to 1; in the corresponding cities of Wisconsin it is about 10 to 1.

Another noticeable fact is that the relative number of men engaged in teaching is growing less year by year. In the public schools of the country in 1880, 42.8 per cent of the teachers were men. In 1905, the percentage of men had decreased to 24 per cent. In the schools of Wisconsin in 1880, 28.9 per cent of the teachers were men. In 1905, the percentage of men had fallen off to 13.8 per cent, a decrease of over 50 per cent in twenty-five years. This decrease is in some degree startling, and forces the conclusion that within a few years the education of the children of the land will be almost wholly in the hands of women. This apparently inevitable outcome is an occasion of much serious concern on the part of leaders in educa-How this preponderance of women tional thought. in the teaching force of the school will affect the quality of education is a question of vital import.

It will be conceded at once that woman should have an important place in the education of children. The little ones in the primary grades need the woman's tender solicitude and responsive sympathy; the careless, impulsive girls, and the passionate, awkward boys of the grammar grades respond to her instinctive appreciation of their needs and her patient efforts in their behalf; and the "inquiring youth" of the high school and the "spirit-hungry" men and women of the college are influenced greatly by associating with broad-minded, big-hearted, intelligent women instructors.

It must not be inferred that woman's usefulness as

a teacher is confined to the moral and inspirational side of school life. Her efficiency is shown as well in other lines of instruction. She is accurate in scholar-ship and intelligent in methods of instruction. As a rule, women are indefatigable and painstaking workers and put into their teaching a zeal and a devotion that is rarely equaled by men.

The unusually large enrollment in the Madison high school is due in part at least to the fact that the elementary schools are under the supervision of woman principals. These women put into their work more devoted and intelligent effort then can most men. The needs of the schools are understood and wisely looked after. The pupils almost without exception are ambitious for better things and eager to continue their education. The result is that the break between the elementary grades and the high school is slight, and the eighth grade classes are promoted without serious loss in numbers.

However, after even the last word has been said to the credit of women as teachers, it still remains that education under women alone seems to lack that virility, that vigor and tone, essential to strong and aggressive manhood and womanhood. In discussing this disparity in the number of men and women in the schools of the United States, Prof. Armstrong of the Moseley Commission says:—

"To put the matter in very simple terms, it seems to me on the occasion of my former visit—and the impression was confirmed during my recent visit—that the boy in [America is not being brought up to punch another boy's head, or to stand having his own punched in a healthy and proper manner; that there is a strange and indefinable feminine air coming over the men; a tendency toward a common, if I may call it, sexless tone of thought.

If it be the province of education to mold the race, there is no other question of greater importance claiming our attention at the present time—especially as the difficulty of obtaining male teachers is decreasing day by day. In both countries it is imperative that we should discover means of attracting men with practical instincts and of superior mental gifts into the teaching profession."

Without question an efficient system of schools needs the services of both men and women. Both furnish elements of strength essential to a complete education. In discusing this question in his work, Education and the Higher Life, Prof. C. Hanford Henderson says:—

"And yet it is highly desirable to have women teachers for boys as well as for girls, desirable so that the boys may come at all stages of their lives under the influence of good women, and may have the benefit of their wisdom and point of view. But it seems to me equally desirable that girls shall be always in touch with good, strong men. The way out is very simple. It is to have both men and women teachers even in the lower schools. Coeducation can best be carried on by a coeducational teaching force, and coeducation, in spite of its difficulties and occasional disadvantages, still seems to me a necessary condition of that nobler, freer life which is the goal of enlightened democracy. Society is made up of boy-babies and girl-babies, of boys and girls, of youths and maidens, of men and women and is vastly more interesting by reason of such a constitution. To perfect society is to perfect this human interplay and to bring about a more ideal comradeship all along the line, from the nursery onward.

At the high school and university it is even more important for the carrying out of the purpose that the teaching body should include both men and women. At the high school, the question of sex is coming slowly into conciousness; at the university, it reaches an impulsive and uninstructed flood. Wise men are needed in the gymnasium to guide and strengthen the boys and men; wise women are needed to serve the girls and women. Both instructors must deal with the question fearlessly and effectively, both to prepare for wise parenthood and to guard from evil. But in other lines of instruction, the best results come from utilizing the wisdom and experience of both men and women for both boys and girls, men and women."

It would seem therefore that the securing of the best results in public education demands the services

of both men and women, and that one of the important questions facing the educational authorities of the day is the finding of some means of attracting to and retaining in the teaching profession a larger number of well-trained, high-minded, strong men.

THREE FACTORS IN EDUCATIONAL ECONOMICS.

The securing of more men in the schools is a part of a more general and fundamental problem, the securing of a higher standard of instruction for all the schools. This envolves the bringing into the school broad, high-minded, well equipped men and women. Three factors will have an important bearing on the achieving of this end,—better salaries, greater security of position, and promise of competency for old age.

Salaries.

During recent years teachers' salaries have increased in some degree, but not in a degree commensurate with the advanced cost of living nor with the improvement of salaries in other employments. In view of the uninviting prospects a smaller number than formerly are becoming teachers and fewer are remaining in the ranks. The compensation is so meager that it is not worth while for young persons of ambition and talent to devote their lives to this work. It is beyond argument that to have good schools we must have good teachers; that to have good teachers the salary scale must be lifted to a place commensurate with the dignity and importance of the work.

Briefly it may be said that better salaries must be provided to make it worth while for promising young persons to make proper preparation for the work of teaching; to ataract to the calling the capable and the gifted; to retain in the ranks the tried and experienced; to make the work an ultimate calling, and not a convenient stepping-stone; and finally to afford to all teachers the means of continual growth and improvement.

Tenure of Office.

Nothing perhaps is more embarrassing to the sensitive, dignified teacher than the fact that he must chance a re-election annually by an ever-changing board of education. Independence of action and freedom from anxiety are essential to the best growth and the highest efficiency in work. In many places the annual elections have been superceded by a plan by which, after a certain probationary period, the teacher may be appointed for a definite extended period, or until the contract may be closed "for cause." The security offered by such a plan relieves the teacher of much wearing anxiety and makes possible a higher degree of dignity and independence. Dr. Winship says:-"Power, poise, and alertness are only developed by teachers of talent, adequately nourished in their own personal and professional life, with freedom to inspire children by direct touch of individual thought and life."

Pensions.

In most avocations earning power increases with age, and skill and expert knowledge become profitable "stock in trade" for the declining years. The successful, energetic business man in later life may enjoy the security and profit of a permanent and well established business. The drudgery and hardships of active professional life may give way to the more

desirable and remunerative duties of the consulting expert, of the retainer, or of the counselor. The teacher's period of effective work is comparatively short, and the skill and power gained through his active years are not such as may be useful in other lines. In fact the duties of the teacher are apt to unfit him for other remunerative employments. This uncertainty of a competence for old age makes the teacher's calling undesirable and even forbidding to many.

The recognition of the desirability and even the necessity of some plan for providing a retiring fund for teachers is very general, and has resulted in the adoption of pension systems of some form in many of the leading states and cities of the country. These systems vary widely in organization and methods of operation, but in all are recognized the dignity and importance of the work of education. In all strong emphasis is given to the fact that the purpose is not charity or philanthrophy, but the securing and maintaining of a high grade of efficiency in the teaching force. It would seem that no argument should be needed to make it clear that no system of schools may hope to secure the highest grade of efficiency until some plan of pensions is adopted and made effective.

Better salaries, greater security of position, and more freedom from anxiety for the future should make the calling of the teacher more inviting, the work of the schools more efficient, and the recognition of the importance of the public school system more general.

MEDICAL SCHOOL INSPECTION.

In our city the existence and control of infectious and contagious diseases are looked after by the city

health officer. In every school, however, are a few cases of defective sight or hearing that cannot be detected and remedied without a general system of inspection for which the health officer has no time, and for the services connected with which no compensation is provided. There are also in almost every school a few children affected with nasal, throat, or skin diseases, the existence of which the parents are ignorant or indifferent, or for the medical treatment of which they have no means of paying. These children are greatly handicapped in their own work, and their presence in the school interferes seriously with the comfort and work of other children. An intelligent, kind-hearted physician under moderate pay could be of great service in detecting the presence of disease, by preventing its spread through the schools. by reporting cases to parents with recommendations for treatment, and by putting needy cases in the way of receiving needed attention. A moderate sum expended in this way would result in a greater immunity from disease in the home and a better condition of health in school.

SECRET SOCIETIES CEASE TO EXIST IN OUR PUBLIC SCHOOLS.

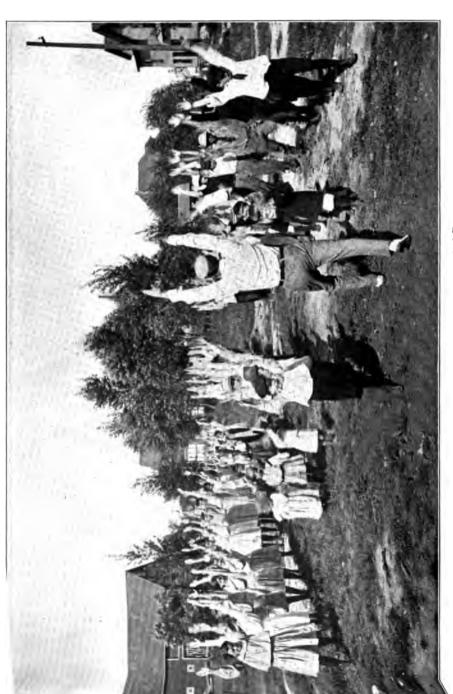
We are pleased to note that secret societies will not exist in the future as organizations in connection with our public schools. We wish to note briefly as a matter of record the method by which this result has been attained.

With a view to checking the growth of these secret organizations and diminishing their influence, on October 4, 1904, by a unanimous vote, the Board of Education passed resolutions denying such organizations all public recognition and forbidding to all



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SUMMER CLASS DRILL, BURR JONES FIELD

members of the same the priviledge of representing the school in any literary or athletic contest, or of serving as a class officer or as a member of a class committee.

The salutary effect of these resolutions was soon felt throughout the school, the growth of the organizations was checked, their influence lessened, and the shelf-important and exclusive spirit of the members was less noticeable. In a degree the members of the societies came under the ban of the school and the school sentiment became unfavorable to the secret organizations.

Although the carrying out of the provisions of the resolutions reduced the harmful influence of secret societies to a considerable degree, it did not assure their complete elimination from high school circles. Realizing that so long as these existed there would be a degree of social discrimination and unrest, Mr. T. E. Brittingham circulated a petition among the parents of pupils belonging to the secret societies, requesting the Board of Education to take such steps as might be necessary to eliminate permanently from the city schools all organizations among the pupils known as fraternities, sororities, or secret societies, and pledging to the board their support in any reasonable action for the accomplishment of this end. With much effort and patience Mr. Brittingham succeeded in presenting the subject to the parents of all pupils belonging to the societies, and succeeded in securing the names of a large majority of them to the This petition was presented to the board on December 16, 1906, and in compliance with its provisions the following resolution was adopted:-

Resolved, That the Board of Education hereby orders that secret societies in the public school system of Madison be discontinued at the end of the present academic year, and that the

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joining of such organizations or the continuing of membership in the same after that time by school pupils be sufficient grounds for the suspension or expulsion of such pupils from the privileges of the schools.

In compliance with the requirements of this resolution, all pupils belonging to school fraternities and sororities have resigned their membership in the same, the charters have been surrendered, and the chapters have ceased to exist in connection with the schools.

This prompt action on the part of the pupils is highly commendable and is greatly appreciated by the school authorities. It is to be hoped that all legitimate benefits, social, moral and intellectual, that these societies claimed to offer, can be and will be supplied to the pupils in a better way under the sanction of the faculty through well managed social clubs, literary societies, and other organizations.

THE PUBLIC SCHOOL ART ASSOCIATION.

We note with pleasure the continued interest of the Public School Art Association in the welfare of the schools. During the past year advancement has been made in the way of securing additional works of art for the school-rooms, in having the tinting of the school-room walls harmonious and restful, and in making all the buildings more sanitary and attractive. This is one of the important movements connected with the schools and its influence is felt not only in the schools but in the homes and in society at large in the way of an increased appreciation of the good and beautiful.

The work of this association is highly appreciated by the school authorities and hearty cooperation in further efforts will not be withheld. We are pleased to insert here the report of the president, Mrs. A. O. Fox.

Madison, Wis., June 8, 1907.

To the Members of the Madison Public School Art Association:

Five years ago next October the work which we are now carrying on was begun. At that time the interiors of our public school buildings presented for the most part a most unattractive and barren appearance. Many of the walls had become dingy and the plaster broken. The few pictures which adorned them were mostly of an inferior grade, many of them "cast-offs" contributed from attics, and had not been selected with reference to any general plan of decoration or to their fitness for use in the school buildings.

These rooms while not lacking in the best of instruction, were yet rather cheerless places, both for our children and for their teachers to spend so large a portion of their time in. We wanted to convert these school rooms into places where our children would love to come, and where the children of all kinds and classes of people would grow up with the knowledge of and love for the beautiful things in art. We hoped that with pleasing harmonious colors on the walls, and with reproductions of the world's finest pictures hanging before them all of the children would improve or acquire a taste for beautiful things, which perhaps would be reflected again in their lives at homeand in the houses where they lived.

This meant the exercise of a great deal of tact in disposing of many of the undesirable pictures then on the walls, then the repairing and proper tinting of those walls followed by their adornment with nice pictures and other attractive mural decorations.

The work was commenced in the Washington school where the idea originated and has continued step by step throughout all of the public ward school buildings of the city, and we are proud to say that we possess upon our school walls, many choice pictures from the leading artists of the world, both ancient and modern, and that each is in its place for a specific purpose. In our Washington school alone we have one or more from the following Masters: Michael Angelo, Rapheal, Botticello, Del Sarto, Corregio, Murrillo, Titian Van Dyke, Rembrant, Reynolds, Valasquez, Corrot, Dupre, Millet, Turner, Landerseer, Bonheur, Remington, and others.

Our statuary forms an important part of our school decoration. We have from two to ten subjects from the world's greatest sculptors in every grade, comprising many of the works of Michael Angelo, Della Robia, Donatello, Da Forli, Thorwaldson, St. Gardens. Nearly all of these subjects have been purchased from Caproni Bros., of Boston, and are acknowledged to be the finest reproductions made.

Our exhibit of pottery modeled from clay by pupils in the public schools is a credit to our Art teacher, Miss Cravath, and the teachers who assisted her.

The children have taken great delight in the work of raising funds for the purpose of decorating the school walls, and it has had a marked effect upon them in making them more cleanly and orderly. There is no desire on their part to deface the wails with pencil marks, or to do anything that will mar the beauty of the place where they spend more waking hours than in their homes

In two instances very excellent teachers have told me that they seriously considered leaving the city to teach elsewhere, but had upon second consideration decided to remain, for they feared they might not find such beautiful and attractive schools elsewhere. The parents have entered into our work with untiring enthusiasm, and we owe much of our succeess to their help and co-operation.

Our work has not by any means been confined to securing objects of Art. We have done much to bring before the Board of Education the crying needs of the schools: better sanitary conditions, better facilities for lighting the buildings, new windows have been cut in darkened walls, hallways and corridors have been made light and airy by doing away with the much despised cloak rooms.

The establishment of a rest room in each school has met a long felt need. In buildings where from four to six hundred pupils are assembled there has been heretofore no means of caring for them in case of sudden illness. We have now in every school in the city a quiet room, furnished with a wicker couch, a pillow and blanket, a rocking chair, and other simple comforts. A place where weary teachers may spend a few moments in rest and quiet during the noon hours, gathering useful strength for pending work.

The hygienic reason for proper tinting of the school walls has been made a subject of study. We secured samples of color restful to the eye from a prominent decorator, and although our walls have in many instances been a great disappointment to us, owing to lack of funds with which to do the work, I feel that in time we will succeed in making them all that we can wish.

There is a growing need for assembly halls for the general assembly of the grades, and for school receptions and other

similar meetings. These halls should be well ventilated and have numerous exits for the safety of the children.

More pictures are of course needed, but these should now be purchased only a few each year, and I urge the greatest care in their selection. Much thought should be given in choosing suitable subjects. We have purchased a valuable portfolio containing a thousand or more prints representing the leading pictures of the world, and this collection will be of great assistance to the committee in making proper selections.

I suggest the exercise of the utmost care in the appointment of the committees for choosing of pictures, that only those persons be named who have had an opportunity to study the good things in Art, and who understand the purposes and uses to which the different examples are adapted. The committee should also study the hanging of pictures, the use of mouldings, and in general familiarize themselves with the details of the work, at the same time keeping close to the original plan and the main purpose of our organization.

In conclusion I wish to thank all of the ward committees and the teachers and my associate officers for their earnest work and untiring co-operating efforts in behalf of our purpose-Their good works testify to their labors. The Board of Education, I am very happy to say, has accepted our work in the same spirit with which it has been done, and without their kindly and efficient assistance much of what has been done could not have been realized.

In completing the work in the ward schools and in the decorating of the splendid new high school building during the next few years, I trust those actively engaged in the work will gain as much real pleasure from their tasks as we have in the past.

Yours very truly,

ANNIE W. FOX,

President.

TREASURER'S REPORT.

From June, 1906, to June, 1907.

Balance on hand June 1906	\$ 559.31
From Washington school	147.37
From Lincoln school	17.25
From Brayton school	
From Doty school	
From Draper school	64.00
From Marquette school	. 60.14
From Irving school	. 87.62
From Lapham school	13.20

Madison Public Schools.

From Longfellow school	
From Hawthorn school	18.71
From Randall school	37.25
From General Fund	1.00
Total \$1	056.10
EXPENDITURES.	
For pictures	352.43
For frames	181.53
For plaster casts	167.15
For freight, cartage, express and boxing	54.04
For hanging casts, wire, hooks, glass, etc	19.70
For magazines	17.10
For pottery	17.00
For window shades, curtains, table, etc	25.66
For postage	4.70
Total	839.31
Total receipts for 1907	
Balance from 1906	
Total \$1	,056.10
Total expenditures	839,31
Balance in treasury	
Arabelle S. Brandenbur	
Trea	surer.

THE PENNY SAVINGS FUND.

We note with satisfaction the continuance of the Penny Savings Fund system in the ward schools of the city. The results during the year have not been all that could be wished, and yet they offer no occasion for discouragement. We feel that the success attained during the past year fully justifies the continuance of the system. We wish to assure Mr. C. N. Brown and the women who have so cheerfully aided in carrying on this work that their interest and efforts have been highly appreciated, and have not been without valuable results to the schools.

We are pleased to insert here the report prepared by Mr. Brown:

MADISON, WIS., August MR. R. B. DUDGEON, City Superintendent of Schools Wis.:	
Dear Sir—I take pleasure in submitting herewith ment of the condition of the Madison Penny Savings	
August 29, 1906, to August 1, 1907.	
Amount collected to Sept. 1, 1906	
Collected since that date	1,275 72
Total collection to August 1, 1907	\$6,148 14
Disbursements to Sept. 1, 1906 \$3,352 90	1
Disbursements to August 1, 1907 1, 187 94	
Balance, not including interest	
	•
\$6,148 14	
Resources.	
Cash balance as above	81,607 30
Interest credited to date of last report	235 52
Interest credited since said date	
Total resources	8 1, 934 12
Liabilities.	
Cash credited on outstanding pass-books \$1,480 88 Interest credited on the same	
Total on pass-books	
Total	
The following is a comparative statement of the co	ndition of
The following is a comparative statement of the cothe Fund now and at the date of the last report: 1906.	ndition of
The following is a comparative statement of the cothe Fund now and at the date of the last report: 1906.	1907.
The following is a comparative statement of the cothe Fund now and at the date of the last report: 1906. Total receipts	
The following is a comparative statement of the cothe Fund now and at the date of the last report: 1906. Total receipts	1907. \$6,148 14
The following is a comparative statement of the cothe Fund now and at the date of the last report: 1906. Total receipts	1907. \$6,148 14 4,549 64
The following is a comparative statement of the cothe Fund now and at the date of the last report:	1907. \$6,148 14 4,549 64 1,607 30 326 82
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The following is a comparative statement of the countries the Fund now and at the date of the last report: 1906. Total receipts	1907. \$6, 148 14 4, 549 64 1, 607 30 326 82 1, 480 88 370 08 599
The following is a comparative statement of the countries the Fund now and at the date of the last report: 1906. Total receipts	1907. \$6, 148 14 4, 549 64 1, 607 30 326 82 1, 480 88 370 08

Books showing one deposit...
" " two " ...
" three " ...

56

Book	showing	four	deposit	18	23
4.6	"	five	"	11	15
• •	* 6	six	• • • • • • • • • • • • • • • • • • • •	5	7
	6.6	seven	"	4	5
4.		eight	"	1	4
` "	"	nine	"	3	6
• •	**	ten	"	0	0
• •	• •	eleven		1	. 0
••		twelve	46	4	2
**	**	thirteen	··	1	2
••	••	fourteen	**	4 .	1
••		fifteen		0	2
• 6	**	sixteen	··	2	0
••	٠.	seventeen	**	0	1
••	16	nineteen	٠	0	1
••	6.	twenty	٠	1	0
	66	twenty-one	"	3	0
••	6.	twenty-three		1	1
••	••	twenty-sever	ı "	0	2
• •	6.	twenty-eigh	t "	0	1
• •	٤.	thirty-three	**	0	1
Large	est individ	dual deposit .		\$ 75 62	8 52 90
Over	*6 0	· · · · · · · · · · · · · · · ·	• • • • • • • • • • •	1	0
Betwe	een \$ 50 ar	nd \$60		1	2
Betwe	een \$40 a r	nd \$50		1	3
Betwe	een \$30 a r	ıd \$4 0	• • • • • • • •	7	3
Betwe	een \$20 ai	nd \$30	. 	5	5
Betwe	een \$1 5 ar	nd \$2 0		9	8
Total	number	of deposits on	books out-		
out	standing .			868	843
		were made			
yea	r			221	227
Of th	e latter	number ther	e were de-		
pos	its on old	books		135	126
Made	on new h	ooks		86	101

The balance would have been larger, and the figures of the deposits would have been somewhat more favorable had not four of the largest depositors, whose accumulations amounted to \$239.89, exchanged their pass-books for certificates in the Northwestern Building and Loan Association. These certificates participate in the profits of the Association, and have paid a much higher rate of interest than is allowed on the passbooks, and depositors are encouraged to make the exchange. No membership fee is charged and additions may be made to the deposit at any time, sums as small as \$1.00 being received.

The amounts received by the collectors from the teachers in the different schools has been as follows:

	1906.	1907	7.
Washington School	. * 0 00	\$ 93	41
Lincoln School	76 73	39	18
Brayton School	241 52	179	83
Doty School		159	07
Draper School		136	42
Irving School		123	69
Marquette School	151 48	84	50
Lapham School		19	69
Longfellow School	79 24	125	3 9
Hawthorne School	53 38	61	32
Randall School		44	16
Totals	8954 16	\$1,068	66

This does not show the moneys paid in at the office or in vacations, or deposited by the scholars in the parochial schools.

As in previous years the work of distributing the stamps and collecting the money from the teachers has been done by one or more ladies in each ward, the total number assisting being fourteen. The work involved in getting and distributing the stamps, in collecting the money from the teachers and bringing it to the office has been very considerable, but it has been done cheerfully in the belief that the work was one worth doing, and in the hope that the result would justify the effort. Measured by the effort made, the result has been somewhat disappointing. There has been some progress but not the progress hoped for. Less than 8 percent of the pupils enrolled in the ward schools have pass-books, and of the 248 pass-books outstanding, less than one-half show more than two deposits, and only 35 show more than five deposits. The object of the work is to teach the habit of saving. Habit is not formed by doing a thing once, but by doing it repeatedly. It has taken many acts of saving and denial for a pupil to sequire the dollar fequired to obtain a pass-book, but if no further deposit is made, or if the pupil stops when two or three deposits are made, the habit is not formed, and the result sought for has not been obtained. Experience has shown that the essential factor in the success of the work in any school, is the teacher's belief in the work. If it is done with enthusiasm, it is invariably successful. If done perfunctorily or grudgingly, it might almost as well not be attempted. Those who have undertaken the work with enthusiasm have never complained that it was burdensome, or that in making the work obligatory, the Board of Education was

imposing added burdens upon those already loaded to the limit of their capacity. If the work is worth doing at all it is worth doing with enthusiasm, for otherwise it will not be done well.

All of which is very respectfully submitted,

CHARLES N. BROWN, Secretary.

PUBLIC PLAYGROUNDS.

The subject of recreation centers and public play-grounds is receiving the attention of educators and philanthropists throughout the country. Dr. J. C. Elsom, professor of physical training at the University, has been interested in these movements and has given them considerable study. We are pleased to insert at this point a statement from him in regard to the value of play in the education of the child. Special attention is called to what is said in regard to providing simple apparatus for our school yards. This matter is worthy of attention on the part of the school authorities.

Play an Essential Part of Education.

It is comparatively in recent years that child study has been a large part of the work of the educator; not a great while ago we learned that the history of the child's development is in large measure the history of the development of the race. After careful thought and investigation, educators have very generally concluded that play is absolutely essential to the development not only of the child's muscular system, but of his brain and nerves as well. We have found that by means of play, the social instinct is cultivated; the child is taught to respect the rights of others, and to work together with others for the good of the many. The child, by means of play, trains himself for the serious things of life; the very movement and spirit of the games of childhood show that the child is being led by some strange, beneficent instinct to assist in his own life's training.

We should therefore try to assist the children in their play, instead of thwarting and forbidding it. At a recent convention in Chicago, educators from all parts of the country came to-

gether, and discussed the problems of plays, and playgrounds. Many scientific addresses were made by prominent men and women, and the general thought of the whole convention was the social and moral value of play. It was concluded that the training which a well directed playground gives is not less valuable than the training given by the schools. It was shown that play was the best possible preparation for the life of the citizen in a democratic state, and that the acquiring of the power of self-government and of obedience to law were essential results of successful play. Jane Addams said that at present our cities were spending one hundred times as much for the care of delinquent children as they were for such recreation as would prevent their delinquency; and that any wise city should reverse the expenditure. We could not expect our young people to grow up moral unless we furnish them proper opportunities for recreation.

Madison should have in every one of its school yards some proper space for play and some simple apparatus upon which the children might exercise in a safe and beneficial way. The spending of a few hundreds of dollars in this way is, in my judgement, one of the wisest moves the School Commissioners could possibly make. The outlay in money need not be very great, but the results would be more far reaching than many of us would be likely to believe. It is a duty which we owe to the children of the city. Their education is at best one-sided, unless we give them facilities for developing their bodies, while we are trying to promote their mental growth.

J. C. ELSOM.

Madison Playgrounds.

It is fortunate that among our citizens are so many who have an appreciation of the influence of pleasure drives, parks, and playgrounds upon the development and welfare of our city. The value of these to our people in the way of recreation health, comfort, pleasure and culture, cannot be well over-estimated.

Not the least in importance among these projects is the securing of a number of playgrounds for the children. Through the foresight and liberality of a few of our citizens, the city now owns, or controls by lease, four tracts for playground purposes. These

are the Burr Jones field, the Kendall field, Bog Hollow, and a plot of ground near Dow's mill.

During the year of 1905-1906 the Educational department of the Woman's Club directed its energies toward the development and use of these playgrounds. Public talks were given and articles were written for the local press with a view to arousing an interest in these projects. In the spring of 1906 a play was given at the Fuller opera house by the graduate club of the University to further the interests of this With the sum thus raised, with a gift of \$100 from the Woman's Club, and with smaller gifts from individuals, nearly \$400 were raised for improving and equipping the Burr Jones field as a playground. The Educational department of the Woman's Club then secured the appointment of a committee consisting of the Mayor, the Park Superintendent, and a member each from the Woman's Club, the Attic Angels' Association, and the Board of Education, to which committee were turned over the funds and the direct management of the grounds. The committee purchased a modest apparatus, secured a director for the summer months, and on July 1, 1906, formally opened to the public the Burr Jones field.

During the past summer, from June 17th to August 27th, the grounds have been open daily with U. A. Johnson, a University graduate, as director. During two evenings of the week instruction has been given to classes of older persons. During the month of August daily instruction was given in Lake Mendota in the art of swimming.

The playgrounds have been much improved and new apparatus has been added. The average attendance on the grounds during the summer was 120.

The bubble fountain donated by the Attic Angels,

the flag from Mr. W. G. Kropf, and the flag-pole from the Standard Telephone Company, will all be put in place before the opening of another year. In the last tax levy the sum of \$500 was included for playground purposes, and was available for the season just closed. An equal or greater sum has been promised for the next year, which will make the continuance of this work certain.

This work is important, and the efforts of all who have been instrumental in making it a success will not be unappreciated. Special credit is due Mrs. Lew F. Porter, without whose constant interest and well directed efforts success would have been impossible. Valuable assistance has also been given by the Mayor, whose constant support was given to the movement and through whose influence a liberal appropriation was secured from the council.

THE HIGH SCHOOL.

As a matter of record, mention should he made of the method of carrying on the work of the high school during the construction of the new building.

Accomodations.

For the accomodation of classes, four rooms were used in the old engine house, six in the city hall, four in the Madison Free Library, and six in the new Doty building. It was particularly fortunate that the rooms in the Doty building were available, as they furnished convenient accomodations for all the first year pupils for both recitation and study purposes. By this plan all the pupils of this class were gathered into one building and were under direct supervision

throughout the school day. For the other classes, rooms were provided for recitation purposes only, the pupils doing most of their studying at home. The four rooms in the old engine house were not entirely satisfactory because of their location, limited size, the presence of unpleasant odors, and the lack of general ventilation. The rooms in the other buildings were comfortable and served the purposes of the school fairly well, the rooms in the library building being especially pleasant and convenient.

In this connection we desire to express our appreciation of the kindness and courtesy extended at all times to the school by the persons in charge of the several buildings in which rooms were used, and to heartily thank them for their thoughtfulness and painstaking efforts to make teachers and pupils comfortable.

High School Work.

Through the watchfulness of the principal and the unusual faithfulness of the teachers, the work of the year was carried on without serious loss in efficiency. The teachers were responsive to every demand and patiently made the best of unfavorable conditions. A most excellent spirit prevailed among the pupils. As a rule they were prompt and regular in attendance, attentive to work, and orderly in their conduct. That four hundred pupils from the three upper classes could be turned upon the streets almost hourly during the school day with so little confusion that their presence was hardly noticeable, speaks well for the management and reflects credit upon the pupils. It is a matter of satisfaction to know that the loss to the high school during the construction of the new building will be much less than was at first feared.

CONCLUSION.

The work of the past year has not been without some strong features. More rational views of educational ends have prevailed, and an educational effort has taken a more practical turn. The recitation has been made a working rather than a testing period. and the activities of the school room have come to resemble more closely the activities of real life. School life has come to be regarded as life itself rather than a preparation for life. There has also come some appreciation of the fact that the end to be sought in school work is not so much knowledge as power; that it is not so important what pupils know as what they can do. These conceptions have given effort more directness and made the adaptation of methods more rational and effective. The advance of the past year affords earnest hopefulness for greater efficiency in the year to come.

I wish to express my full appreciation of the loyal devotion and the intelligent efforts of the teachers, and my gratitude to the board for their continued confidence and support.

Respectfully submitted,

R. B. DUDGEON.

Madison, Wis., August, 1907.

REPORT OF PRINCIPAL OF HIGH SCHOOL.

MR. R. B. DUDGEON, Superintendent of City Schools, Madison, Wis.:

DEAR SIR—I have the honor of submitting to you my sixteenth annual report on the high school.

The following table shows certain facts which are of interes:

ENROLLMENT.

YEAR.	TARDINESS.	PER CENT. OF ATTENDANCE.	ENROLLMENT	
1891 -1892	697	95	i 323	
892 1893	472	95.5	339	
893-1894	380	96.5	357	
894-1895	420	95	397	
895-1896	351	96	417	
896 -1897	398	95	479	
897 1898	270	96	486	
898 1899	290	96	534	
1899-1900	372	95	. 578	
1900-1901	275	95	587	
901 1902	270	96	577	
1902 -1903	348	96	594	
1902 - 1905	380	95	597	
	356	96	583	
904-1905		96	620	
905-1906	401		611	
906-1907	768	95.1	911	

The following table shows the attendance of boys and girls for the past sixteen years:

1	BOYS. GIRLS.		G	AIN.	LOSS.	
YEAR.		GIRLS.	BOYS.	GIRLS.	BOYS.	GIRLS.
		- · -		·		'
1891 -1892	126	197	!			
1892 -1893	131	208	. 5	11		!
1893-1894	169	192	38	i		16
1894-1895	19a)	207	21	15		i
1895-1896	201	216	11	9		i
1896 1897	233	246	32	30		İ
1897-1898	253	233	20		į	13
1898 1899	262	$\frac{272}{312}$	9	39		
1899-1900	266	312	4	40	I I	I
1900 - 1901	237	350	Ī	38	29	
1901 1902	221	356		6	16	1
1902-1903	238	356	17			•
1903-1904	248	349	10			. 7
1904 1905	272	311	24	•		38
1905-1906	276	344	4	33		1
1906-1907	278	333	2		!	11

Phot April

SEWING WORK, SEVENTH GRADE

The increase in tardiness was due in large part to the difficulty of keeping the clocks in various buildings together. Considerable effort was made to keep all clocks with that in the superintendent's office.

In bad weather, it was almost impossible for the crowds in the narrow halls of the engine house to put on wraps and make their next recitation in ten minutes.

It will be noted, however, that the number of tardinesses is not much in excess of the year 1891-1892.

The per cent of attendance fell below that of the past two years. In fact, the increase in tardiness and the greater irregularity of attendance constitute the two disagreeable features of the year's program.

THE NEW PLAN.

The new plan, made imperative by the destruction of the old building, brought with it some annoying features. To teacher and pupil alike the trip between classes has not always been enjoyable. During good weather there seemed to be but little objection to it, but in stormy days no one favored the plan.

With the high school distributed over the city, it seems impossible to avoid a certain amount of traveling. If the engine house could be abandoned and the fourth grade brought nearer the city library, our difficulties in making changes of classes would be materially lessened.

Considerable surprise has been expressed on account of our getting along so easily under such annoying conditions. The result has been attained by the determination of teachers and pupils to make a success of the work in spite of all difficulties. Much credit is due to pupils in their effort to conform to requirements under new circumstances. With a very few exceptions, they have responded splendidly to all demands made upon them. Left more exclusively to themselves, made more nearly the masters of their own time, most of them have shown a high degree of self-control.

Final records show as well that time has been well spent. There will be failures under any plan. There seems to be no reason to suppose that the plan has had much to do with the failure in studies. The poor student will be a poor student under all circumstances. Convenience in recitation or in the disposal of his time will seldom make a good student out of a poor one. Difficulties in the way of study are, at best, numerous enough and distractions are frequent enough to discourage the best student under the most favorable arrangement. It is desirable, therefore, that in the arrangement of rooms, such should be selected as will be most convenient.

A part of the success of the year has been due to tradition. If it be assumed that the work is to be pushed with the usual vigor, there is little doubt about achievement. A second influence aiding the general efficiency of the year's work is found in the arrangement of the program itself. Its definite plan and its careful observance by teachers and pupils have contributed to the ease of general management.

SCHOOL SPIRIT.

We have undoubtedly lost something in school spirit. With several centers the groups at each center do not feel themselves so much a vital part of the whole as formerly when we were all at one place, but the loss has not been so great in real spirit. The maintenance of good scholarships, the response to various new and not always agreeable demands have shown a continuance of a school spirit which reveals the true life of the school. School character is best shown in the quick and earnest response to daily assigned duties. In this respect we seem to be doing as well as before.

CO-OPERATION OF PARENTS.

At the risk of monotony, I wish to still further insist upon the co-operation of parents during the coming year. We need it all the time and rejoice in it, but we need it most of all at this trying time in our high school history. When pupils are all housed in one place, each in his own assigned place, we are much less in need of referring matters to parents, but under present conditions, when pupils are left so much to themselves, it is exceedingly important that parents take much care in understanding fully and in guiding pupils correctly in the disposal of their time. Parental attitude toward all school activities has a profound influence in the conduct of affairs. Teachers' efforts are materially strengthened or weakened by the way parents look upon a pupil's daily life. If attention be duly given by parents to the following we shall be greatly aided in advancing pupils:

 They should insist upon careful preparation of lessons at home. This involves the maintenance of regular study hours, and such a freedom from interruption as will secure the necessary hours for study.

In the past we have had frequent requests for the privilege of studying at home. Here is an opportunity to test the plan in its fullness and show what can be done with it.

- They should insist upon regular and punctual attendance upon recitations.
- They should require pupils to keep every engagement and to attend every exercise demanding their presence.

In no way beyond an intelligent appreciation of our efforts can parents be so decidedly helpful as by observing the three points above stated.

Insistence upon parental co-operation in these particulars is no assumption of the existence of indifference on the part of the parent. It is rather an assumption of interest and a willingness to do all in their power to make home conditions and influences all conduce to the advancement of pupils.

FAILURES.

The causes of failure have often been discussed. To those most intimately connected with high school administration not much can be said to add to existing knowledge upon the subject. Account has been taken of most of these causes and determined effort made to remove them. Although we do not like to assume lack of study as the chief cause, this is given by teachers in a majority of cases. Judgment in such failures is based upon reports from pupils and parents and seems fairly accurate. Assuming that a pupil knows what effort is necessary to accomplish a given task, it seems beyond belief that any considerable number of pupils would voluntarily fail to exert themselves sufficiently to secure success, and yet, in the discussion of failures with parents and pupils, it too frequently appears that insufficient time has been spent upon the subject.

Another cause is found in poor methods of study. This often accounts for the extremely long hours spent in the preparations of lessons. "How to do it effectively" is the great question whose answer can, in most cases, be determined by consultation with the teacher.

A final cause—too often overlooked in these days—is found in the number of studies required for graduation.

A unit, when defined as a subject pursued for five periods per week for one year, may mean all sorts of things. From observation upon the preparation of pupils—our own and foreign—we have no hesitation in saying that the diversity in the meaning of a unit is beyond the ordinary comprehension. To illustrate: A pupil comes to us from a small school advertising the completion of fifteen units. The standings are all above 90%. The pupil begins work under the best arrangement that can be made but his record with us seems to hover around the passing mark or in brighter pupils may reach 80% or above. It is pretty

clear that our requirements are above those of many schools—at all events our estimate of a pupil's performance seems to fall below that of his former school. In some instances the old record is maintained in splendid standings, but these are exceptions.

If so many units are to be required, it is only natural that attainments in each must be correspondingly reduced. This must be true for any school. Requirements have increased while pupil capacity remains nearly the same. The impossibility of maintaining the old standards is painfully evident.

Conscientious pupils and teachers are striving to reach the standards of predecessors whose graduation did not demand the completion of so many things. This leads to an increase in the number of hours of study, a reduced and disappointing standing, and in some cases complete despair.

The remedy is not found in the reduction of the value of the unit and a consequent cheapening of the whole course, but rather in a reduction of the number of things to be studied at one time. Maintain intensity of study in a few things. Let the range be less extensive so that greater thoroughness may be secured.

THE ANNUAL.

The publication of the Tychoberahn by the Annual Board under the management of Messrs. Moritz and Heilman was a success. The quality of the material together with the mechanichanical execution, seem to make it worth while. The quality of the book is further affirmed by the demand for it, its sale resulting in a profit to the high school picture fund of \$51.02.

PARTIES.

There is no doubt about regulations having had some influence on parties. It is well known that the quality of the party has been enhanced. There are, of course, some unauthorized parties participated in by "high school and university students and their friends."

I should recommend that some measures be taken to call to account the high school pupil who manages a party for revenue only. One encouraging feature, according to reports from reliable authority, is that these parties are not well attended by high school pupils and are not financially successful.

In this connection it is interesting to know that these unauthorized parties not having the sanction of school authorities are not in such good repute as those authorized by the Board and attended by the teachers.

ATHLETICS.

Activity in athletics was confined to football and track teams. The football season was most successful, both in the standing of the team and in the surplus in the treasury.

The success of the team was in large measure due to the persistent and efficient service of Dr. Charles McCarthy. Certainly in him the team had an excellent coach who believed in the boys and their ability to win.

The season goes into athletic history as one of the most successful.

Some advance has been made in securing a better attitude of athletics toward athletic property. For years pupils seemed to think that any equipment in the way of apparatus or suits furnished them became their personal property. As a result, at the opening of each athletic season, we found ourselves bankrupt in equipment and too often in money.

For a long time the idea has prevailed that all money in the athletic treasury belonged primarily to those who took part in athletics. For them it must be expended in all sorts of extravagant ways. If not wholly expended for suits and general equipment, it must be drawn upon for trips to neighboring or distant towns in order that the athletes might have a good time. Many times it has been assumed that such trip has been earned and therefore due. The risk of it all must be assumed by the manager and the money paid regardless of our wants for the coming season.

A better attitude prevails in these later years. Athletic goods are coming to be considered high school property and not the property of any individual. We hope in time to have athletes feel comfortable over the surplus remaining in the treasury.

INTERSCHOLASTIC MEET.

Our success in this meet was scarcely more to be expected than in former years. Some reasons for such failure are evident.

- 1. The boys have no gymnasium. It is impossible to get into the physical condition necessary for strenuous contest without severe training. This involves a place in which to train. The absence of such a place is no doubt somewhat responsible for our position in the interscholastic meet.
- 2. Boys do not use well the opportunities offered. Some are indifferent to the rules of training and think that endurance and excellence can be secured by a few days of unusual effort. It is true there is much difficulty attending the use of the U. W. track. The time after school is largely consumed in preparation.

and going to the track, so that but little time remains for actual training.

It is assumed that the new building will aid in securing opportunities for better training.

3. No opportunity offered by a good building—no efficient coaching can take the place of persistent effort. From some indications accompanying our part in the interscholastic meet, one can scarcely escape the conclusion that some of our boys do not enter athletic events with sufficient determination to succeed. They give up too easily. They are easily discouraged and seem to be forever followed by some sort of accident which takes them out of competition.

It is, perhaps, expecting too much to look for success in all departments of athletics. If we succeed in some one department, our boys are to be congratulated in their achievement under poor conditions.

LITERARY SOCIETIES.

The literary societies have had a successful year. Teachers in charge report a revival of interest and earnestness.

Believing in the influence of the teacher's supervision, I strongly commend assigning English teachers to the definite duty of looking after the work of the literary societies. This work should be made an integral part of a teacher's duty so that the societies may have at all times an advisor and inspector who by varied methods may be of practical use in the direction of literary societies.

The greatest interest one can manifest in a society's work lies in frequent attendance upon regular meetings. Unless the work be divided up among the teachers, some one teacher should be assigned to each literary society.

PUBLIC EXERCISES.

The chances for public exercises have been tessened by the loss of our old assembly room. However, the Auditorium of the city library has afforded a meeting place for such exercises as it was thought wise to undertake.

The quality of our exercises seems in no way below that of former years. The first of these was the Second Grade Declamatory Contest. The following is the program.

SECOND GRADE DECLAMATORY CONTEST.

MARCH 20, 1907.

1.	Belshazzar's Feast Marzo Cronk			
2.	Joan Dacosta Ralph Hammersley			
3.	Hagar Henrietta Pierce			
4.	Rags Raegan Jessie Sumner			
	Connor Lucille Olson			
6.	King Robert of Sicily Evelyn Jensen			
7.	Glaucus and the Lion Joseph Bollenbeck			
First place won by Jessie Sumner.				

DECLAMATORY CONTEST

Under the Management of FORUM LITERARY SOCIETY.

WOMAN'S BUILDING,

Friday Evening, May 31, 1907.

PROGRAM.

Ov	erture High School Orchestra
	SPEAKERS.
1.	Lillian Post "The Soul of the Violin"
2.	Rae Bell "The Supposed Speech of John Adams"
3.	Lillie Nickles
4.	Marzo Cronk "If I Were King"
	Ada MacAdam "The Bear Story"
6.	Howard Pierce "The Boy Orator of Zepata City"
7.	Nina Parker "The Song of the Market Place"
	Overture High School Orchestra
	CHAIRMAN OF EVENING.
	T. Luc. Andham. Danama

Judge Anthony Donovan.

JUDGES.

Miss Bashford

Mr. Loeb

Mr. Twesme

PRIZES.

First, Trophy Cup. Second, Gold Medal with Stone Setting.
Third, Gold Medal.

First place, Marzo Cronk. Second place, Lillie Nickles. Third place, Ada MacAdam.

GRADUATING EXERCISES

Congregational Church Friday, June 14, 1907.

PROGRAM.

Music.
Invocation Rev. P. B. Knox
*Salutatory Martin Vincent Nelson
Music-"Operatic Overture"-Arr. R. L. Weaver.
Address-". The Highway of Success". Rev. George MacAdam
Music-"Jungle Echoes"-R. E. Hildrith.
*Valedictory Leone Marie Fess
Presentation of Diplomas Judge Anthony Donovan
President Board of Education
Benediction Rev. P. B. Knox
Music-"Sorella" -Ch. Borel Clerc.
* Chosen by the class.
Music-Ruch's Mandalin Orchastra

Music-Bach's Mandolin Orchestra.

GRADUATES, 1907.

Caroline Genevieve Adams Josephine Allyn Florence Anderson Frances Carolyn Beck William Gardiner Bird Alfred Bernhard Bondi Irving Henry Brown Timothy Brown Rose Isabelle Carlson Lillian Frances Clapp Harry Stringer Coffman Abbie Winnifred Cooper Charles Stewart Cunnien Irene May Curtis Glenn Stanley Custer James Philip Dean Bessie Hoard Dexter Leone Marie Fess Perry William Fess Alfred Thomas Flint Dorothy Frankenburger Alice Victoria Frantschi Everett Edwin French Jessie Evangeline Fryette Rose Margaret Gallagher

Ada Ormsby MacAdam Genevieve Anna McCarthy Oliver H. Miner John Edwin Moll Thomas Henry Morgan Charles James Moritz Ellah Margarette Mosel Vera Virginia Mutchler Leonard Nelson Martin Vincent Nelson Edgar Norsman Robert Connor O'Malley Gladys Owen Marjorie Gertrude Park Nina Cantalina Parker Mary Catherine Payton Edna Crystal Pease Jay Joseph Pierson Joseph Porter Robert Lewis Post Byron Sears Potter George Frederick Potter Elizabeth Ford Proudfit Grace Gladys Ridgway Willifred Riley

Elizabeth Rounds Goe Moulton Babcock Goff Grace Romana Gorry Mable Maud Gratz William Charles Hammerseley Hester Lewis Moore Harper Margaret Louise Head Roman Heilman Harry Clayton Hetzel Elsie Anna Hoebel Florence Ethel Holcombe Lauretta Frances Hollatz Joseph Bradley Hubbard Esther Julia Kayser Adelaide Wilhelmina Kleinheinz Hugo Ambrose Koltes Clarissa Augusta Kuhns Maud Luella Lea Albert Victor Leonard Linnie Amelia Leslie Caroline Margaret Lewis William Norman Littlewood Sara Regina Longfield Elmer August Lorch

teen years.

Edith Alice Schott Helen Schram Augusta Elizabeth Scott Edith Amelia Sears ('harles Richard Sexton Dora Staley Anna Connie Steen Lewis DeWitt Stephenson Hugo Louis Stock LaGertha Stromme Ethyl Frances Swan Edna Swenholt Olive Marie Taylor Helen Gertrude Thursby Bessie Florilla Tyrrell Herman Helm Veerhusen Alice Josephine Warnock Paul John Weaver Walter Wellman Mary Park Whitney Edith Agnes Winslow Emily Winslow John Bernard Woffenden

GRADUATES SINCE 1875.

Questions are often asked regarding the number of gradu from the high school. People are always interested in known bow many such graduates continue their studies in the Unsity, and graduate from that institution. The following a bers are taken from high school and University records:	wing iver-
Graduates to date, male	538
Graduates to date, female	853
Total	1,391 434 622
Total 1	1,056
Graduates of M. H. S., also graduates of U. W., male	184
Graduates of M. H. S., also graduates of U. W., female	198
Total The above statement shows that of all graduates of the school since 1875, 75.8 per cent, have graduated in the past	•

Madison Public Schools.

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The total number of graduates up to and including 1903 is 1,391. Counting all of our graduates from the U. W., including those of 1905, we have 382. Therefore 35.8 per cent. of our high school graduates have also graduated from U. W.

CONCLUSION.

Considering all the circumstances attending the administration of affairs this year, the high school has done remarkably well. Success in many ways has been greater than was anticipated.

A large share of the credit for the ease of management is due to pupils themselves. Their response to requirements has been very gratifying and will aid in making a good start in what seems to be a second year of irregularity.

J. H. HUTCHISON,

Principal.

REPORT OF THE SUPERVISOR OF DRAWING.

To Mr. R. B. Dudgeon, City Superintendent of Schools, Madison, Wis.:

DEAR SIR:—I hereby submit my tenth annual report.

There is great significance in the fact that recently what had been known as the Western Drawing Teachers' Association became known as the Western Drawing and Manual Training Teachers' Association.

At this time the president, Miss Emma Roberts, in her address said, "That the central thought of our program is artistic handicraft is easily seen, a subject of equal interest to both drawing and manual training teachers.

"Not many years ago drawing was taught in the public schools in so abstract a way that it bore no relation whatever to the life of the child. Now drawing is becoming a language and the child is fearless in using it. He is ever ready to make a design or drawing which is to be translated into form by his own hands. But such drawings, guided by the teacher unskilled in handling aught but brush and pencil, may not prove practical when put to the test. We need constantly the help of the worker with tools, the needle and the knife. The worker with tools we find searching for the line of beauty and awake to the fact that the principle of good design must be mastered. And so we need each other with a need so vital that it has brought us together to organize as fellow workers."

It is this movement which is more closely relating the work of the school and the home. Pupils of our seventh and eighth grades made original designs for curtains, pillows and bags which they transferred to cloth. Training received in the sewing class enabled them to complete these articles. In one school each child in second and third grades wove a chenille rug on a nine by twelve inch loom. The sixty small rugs thus made were sewed together, making a large rug for the principal's office. The teachers' rest room in another school is furnished with a rug made by sewing together the nine by twelve inch yarn rugs woven by the pupils of third grade.

An exhibit of the art and industrial work of our schools was held in the Irving building May 31 and June 1 to enable patrons to become more familiar with the work of the year. Through the courtesy of Mr. Alfred Kroncke we were able to exhibit the pottery in a central place so that those interested might become better acquainted with the possibilities of clay as a medium of expression.

The pupil works first from a vase form and later from his own design cut from paper. The tile also lends itself nicely to original decoration. This work has been extended from two to seven of our schools with pleasing results. In the vase form, fashioned by his own hand, the child's idea of the beautiful becomes concrete and one cannot be satisfied till the kiln gives the form the right to be called pottery. The child demands utility as well as beauty in his product and his delight is great when he sees that it holds water. One hundred and sixty pieces of the best pieces have been fired and glazed at an expense of twenty-five dollars.

Clay is inexpensive, may be used more than once and when well prepared, yields itself readily to the creative instincts of the child.

Greater interest in bird study and color work was aroused through the leaflets sent out by Mrs. Reuben Thwaites. Each set contained the bird in color, an outline to be colored, and a description of the bird and its habits. The delight of the children in this work knew no bounds and in the descriptive sheets teachers found material suitable for reading and composition lessons.

The Madison Public School Art Association has continued its work with its usual enthusiasm and more money has been put into works of art for the schools than in any previous year.

It was with regret that at the annual meeting the resignation of Mrs. A. O. Fox was accepted. Her untiring and successful efforts as president assure us that her kindly interest and influence will continue with us in the future.

The chairman of each committee working with the principal of her school is to prepare a booklet of information for each room in the building. This booklet is to contain the name of picture, name of artist and any other interesting information. It is to be ready for the November meeting, 1907, and is to be so hung in each room that it may be conveniently used for reference.

Mrs. John Proctor, Mrs. J. H. Hutchison, Miss Minnie Oakley and Miss Ethel Raymer are among those who have kindly assisted us by giving talks on different pictures.

High school classes have been conducted under most unfavorable conditions and it has been found necessary to omit some phases of the work. However, we look forward hopefully to

the completion of the new high school, which will contain well equipped art rooms.

In closing, I wish to thank yourself, teachers and Board of Education for your appreciative cooperation.

Respectfully,

1DA M. CRAVATH.

REPORT OF SUPERVISOR OF DOMESTIC ECONOMY.

To Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wisconsin:

DEAR SIR:-I hereby submit my second annual report.

Regular work in this department was begun September 11th, 1906, and closed June 7th, 1907, the same general program of the previous year being followed, except in a few minor details.

Now that the experimental stage has been passed, and the work placed upon a firm basis, every possible effort should be made towards the growth and development of this department. It is to be regretted that so far only the seventh and eighth grades have been benefited thereby. Let us hope that the close of another year will find the scope of this department materially broadened, at least in sewing if not in cooking.

Inasmuch as sewing lends itself more readily than cooking to lower grade work, it is usually first to be introduced. The various stitches and their uses should be mastered in the lower grades, thus laying the foundation for the more advanced work of the upper grades. The time now spent by the seventh grades at this part of the work could be used to much better advantage. This was clearly demonstrated in a number of cases, where pupils have taken two years of seventh grade work. Those having completed the required sewing during the first year were given more advanced work the second year. This was not only beneficial to the pupils doing the work, but acted as a stimulus to the remainder in showing more clearly the possibilities of the work.

The close relation existing between domestic art and decorative art was brought out by the application of stencil designs upon the sewing bags. These bags were largely made of unbleached linen, a material well adapted for both purposes.

A combined exhibit of drawing and industrial work of the grades, manual training and domestic science and art was held at the Irving school May 31st and June 1st. This exhibit was visited by about six hundred persons. Both teachers and pupils are very grateful for the kindly interest evinced in the exhibit, for the many expressions of appreciation made by the visitors, and for the encouragement given these departments. May I use this opportunity to thank all who kindly assisted and helped to make the exhibit a success.

In the domestic science and art exhibit an effort was made to have the work of each pupil represented. The work of the different classes was grouped and labeled, thus giving both teachers and pupils an opportunity to compare the work of the various schools.

Demonstrations in cooking were given in the kitchen, both afternoon and evening on the above mentioned dates. The food prepared was served to the visitors, thus convincing them that the cooking display was the actual work of the pupils. Each pupil was expected to prepare something for the exhibit, according to rules and principles learned during the year.

The results of the year's work, while not all that might be desired, are yet, on the whole, very gratifying. The classes in both cooking and sewing were larger than those of the previous year. The work was of a higher grade. While the total expenses were larger than those of the previous year, the cost per lesson per pupil was less.

In closing allow me to thank you, the teachers, and the members of the Board of Education for their hearty cooperation since the introduction of this department.

Respectfully,

ELIZABETH C. LANGE.

REPORT OF SUPERVISOR OF MUSIC.

MR. R. B. DUDGEON:

DEAR SIR:—In accordance with your custom, the following is a short report of the music work during the past year:

We have put special effort on tone quality, and upon the cultivation of every child's innate appreciation of the content of the music sung and studied, and the best possible expression of that appreciation and understanding by singing.

In the primary grades we have begun special work in rhythm and melody, and a degree of work in original verse and melody. It is our plan to pursue this system more systematically and comprehensively the coming year. The written work involved in this method we believe to be of great benefit, while the mental stimulus from the original work should be felt in every branch of the child's development.

The corps of teachers has been faithful and cheerful and successful in large degree. My appreciation of their efforts and the cooperation of the Board of Education is most sincere.

Very respectfully yours,

HANNAH CUNDIFF.

Sept, 2, 1907.

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MANUAL TRAINING WORK, SEVENTH AND EIGHTH GRADES

REPORT OF SUPERVISOR OF MANUAL TRAINING.

To Mr. R. B. Dudgeon, City Superintendent of Schools, Madison, Wis.:

DEAR SIR:—I hereby submit my first annual report for the department of manual training.

Manual training work is provided, at present, for the boys of the seventh and eighth grades, and first year high school. The grade work consists of bench work in wood, while the high school boys are given mechanical drawing. The time given to this work is one seventy-five minute period per week in the grades and two forty minute periods per week in the high school.

There are at present two shops—one in the Washington and the other in the Irving building. To one or the other of the shops all of the fourteen grade classes come. Two of these classes are from St. Raphael's parochial school, which school highly appreciates the opportunities thus given. In the bench work a series of models is arranged for each grade, each model being a useful object (usually for the home), and each so designed that its execution introduces both a new tool and a new exercise in the use of tools already familiar to the pupil. Progressive training in tool practice and incentive to careful work is thus obtained. Special attention is given to the selection of models in regard to good proportion and design. Frequent talks and discussions are given on such subjects as, Care and use of equipment; Tools, their parts, and how to use and sharpen them; Kinds of wood, and to what use suitable; Design of models, etc.

Both freehand and mechanical drawing are given in connection with the woodworking. In the first place a few exercises are given to familiarize the pupil with the use of the drawing board. T square, and triangles, after which working drawings of the models, most suitable for the purpose, are made. The models not drawn mechanically are drawn freehand. The drawing of a model always precedes the making of it in wood. In this way the direct relation of the drawing to the model is clearly shown.

The models made are as follows:

Seventh Grade.—1. Sawing exercise (resultant octagon to be used in making). 2. Puzzle board. 3. Bill file. 4. Bread board. 5. Scouring board. 6. Coat hanger. 7. Bird house.

Eighth grade.—1. Sandpaper block. 2. Book rack. 3. Pen tray. 4. Knife and fork box. 5. Picture frame. 7. Some small piece of furniture, as a taboret, maggzine rack, plate rack, footstool, etc., depending on the amount of time remaining and the ability of the pupil.

The number of pupils taking this work was 250. The total cost of materials was \$116.39, making an average cost of 46½ cents per pupil.

Class instruction is given whenever it will economize the time of the class. This is supplemented by individual instruction.

Supplementary work is given the fastest and best workers, in order to maintain the unity of the class. At the end of each period the boys sweep the floor and take up the shavings in a basket. This teaches them to be neat and orderly and furnishes an opportunity for cooperative work. An emergency outfit is kept in each shop to be used in case of accident.

That the boys are interested in this work is shown by the fact that many are willing and eager to do extra work after school or on Saturdays when allowed.

High School Mechanical Drawing.—The purpose or aim in this work is to familiarize the pupils with mechanical drawing tools, to acquant them with those geometrical and mechanical matters which can best be learned through mechanical drawing, to give a knowledge of projection and the making of working drawings and to develop habits of accuracy and neatness along mechanical lines.

The course is as follows:

- 1. Horizontal and vertical full and dotted lines.
- 2. Various kinds of lines at 45 degrees.
- 3. Concentric circles, full lines.
- 4. Concentric circles, dotted lines.
- 5. Tangent lines and semicircles.
- 6. Tangent lines and arcs, less than semicircles.
- 7. Tangent circles.
- S. Practice with irregular curve.
- 9. Ellipse, trammel method.
- 10. Projections of framed prism.
- 11. Prisms and pyramids.
- 12. Parallel sections.
- 13. Oblique sections.
- 14. Development of hex. prism.
- 15. Development of square prism and cone.
- 16. Development of truncated hex. pyramid.

The work is being done at a great disadvantage on account of the lack of a special room, and the large number of pupils in a class. Pupils furnish their own drawing materials.

Suggestive Changes.

The shop in the Washington building is badly in need of more electric lights and a wood floor. I would suggest that a change be made in the high school drawing, by giving the classes one 80 minute period per week instead of the two 40 minute periods. I believe that with this change more and better work could be accomplished, for with the shifting of classes and the distributing and collecting of materials, only enough time is left to get nicely started. The classes should also be limited in size to about 25 instead of 35 or 40, as was the case this last year.

Respectfully submitted.

GEORGE R. HOLETON.

June 14, 1907.

REPORT OF CITIZENS' VISITING COM-MITTEE ON THE HIGH SCHOOL.

To the Board of Education, Madison, Wisconsin:

GENTLEMEN:—The Citizens' Visiting Committee begs leave to submit the following report of its examination of the Madison high school for the year 1906-7.

The matter of greatest importance connected with the high school during the past year has been the temporary quarters provided while the new building is being constructed. The division of a large school into four parts in buildings at considerable distance from each other, has necessarily been a factor in the organization and life of the school that has affected both teachers and pupils. The character of the rooms provided in the several buildings also demands consideration, particularly because it will be necessary to continue those temporary arrangements for the whole of the next school year.

Some of the temporary quarters have been satisfactory, and some have been very unsatisfactory. The rooms in the new Doty school, except for the temporary inconvenience growing out of the installation and operation of a new heating and ventilating system, have proved as well adapted for the purpose as any that could be secured. The class and study rooms that have been fitted up in the library have been used to good advantage and were satisfactory except for the lack of wardrobe facilities. The conditions in the city hall and the engine house were much less favorable in every respect. The heating, ventilation, and sanitry conditions of the rooms of both of these buildings are far from satisfactory. In the class rooms in the engine house, the odor of the stables was sufficiently strong at all times to be disagreeable and often was nauseating. The only means of lessening this unpleasant effect of location was to keep the windows open throughout the recitation periods, a method of ventilation generally unsatisfactory and often dangerous in the winter on account of the cold draft thus created. Because of these unhygienic conditions, numerous complaints of which have been made to this committee by parents and others interested in the health of the pupils, and others of which have appeared in the press of the city, the committee strongly recommends that the rooms in the engine house be abandoned for school purposes. In the city hall the heating by large stoves of the laboratories and

recitation rooms partitioned off on the third floor, with little effective ventilation, is not conducive to good hygienic conditions. The toilet conveniences open directly from the recitation rooms and have no ventilation whatever, an unsanitary condition that is intolerable. Although the council chamber is poorly adapted for recitation room purposes, it and the adjoining committee room are the least unsatisfactory of the quarters provided in this building.

The committee firmly believes that the health of the hundreds of boys and girls who are attending high school during a critical period of their lives is a matter of supreme importance to the community, and that questions of municipal economy and financial stringency should receive little consideration in securing well heated, well lighted, well ventilated rooms and sanitary conditions for the next school year. The experience of the past year, the committee believes, has shown that it is impractical to fit up old buildings poorly adapted for school purposes, for, while it may be cheap financially, it is endangering the health of pupils to an extent that ought not to be tolerated in any community.

The disorganizing effect that might naturally be expected from the division of the school in several buildings with the necessity of teachers and pupils going from one building to another several times in the course of the day, has not been very evident in the life and work of the school. In fact, the school has maintained a satisfactory standard of discipline and efficiency in spite of these difficulties. By placing all of the first year classes in the Doty school, it has been possible to prevent, to a considerable extent, the distracting influences that might have affected young pupils just becoming accustomed to high school work and discipline if they had been compelled to attend classes in several different buildings, and had not been provided with a suitable place to study under the supervision of teachers. It is certainly highly creditable to the superintendent, principal, and teachers that the work of the whole school has gone on with its efficiency unaffected to any considerable extent by the most unfavorable conditions. With better quarters for next year, the school, the committee believes, will suffer to the minimum extent from the lack of a central building.

The teaching, on the whole, was found to be satisfactory. The work of a number of the teachers, the members of the committee considered excellent; that of many of them, good; and that of some, fair. Although the average of instruction during the past year as in other years has been good, the committee believes that the time has come when in a school the size and position of the Madison high school, there should be more teaching of the best type. Experienced teachers capable of arousing interest.

and giving thorough instruction should be obtained for all the positions in the school. In order to secure and retain strong, well-equipped teachers it is necessary to pay them salaries that compare favorably with those that can be obtained in high schools elsewhere. The rapid development of high schools in this country generally has resulted in an increased demand for high school teachers everywhere, and a vonsequent increase in salaries in both large and small schools. Excellent teachers particularly are in such demand that they can be secured only by paying good salaries. While an increased pay-roll for the high school will add somewhat to the school budget, the committee believes that money can be spent to no better advantage than in securing and retaining the best possible teachers.

As a step in the direction of having the teaching of the highest order, the recently adopted plan of cooperating with the University of Wisconsin by which the University is to assist in providing high school teachers whose work may be taken as a standard by students preparing to teach, seems to the committee to be a very commendable one. With the assistance of the University it will be possible to have some of the best secondary school teachers in the country for several important branches in the high school curriculum. With these instructors and with the addition and retention of other excellent teachers by paying them adequate salaries, the standard of instruction can be raised until the Madison high school ranks among the foremost in the west.

After examining the present course of study of the high school and considering the desirability of bringing it up to standard of other large schools, the committee recommends that upon the completion of the new building adequate provision be made at once for manual training, domestic science, and physical culture both for boys and girls. The rooms that have been provided for instruction in these subjects should be equipped as soon as possible, and experienced teachers capable of organizing and supervising complete courses for the grades and the high school should be secured. The value of manual training and domestic science, and the importance of requiring all high school pupils to take physical training under the direction of a competent instructor, are now so generally recognized that reasons for providing adequately for these branches as soon as the new building is ready for occupancy, need not be presented at this time. The sub-committees that examined the work in drawing and rhetoricals express the belief that more time should be given to these subjects as the present plan of giving one period a week to these branches is not sufficient to make the work effective.

The activities of the high school pupils outside of the class

room, including the literary societies, athletics, and social affairs, seem to be well directed under the supervision of the principal and teachers. Through the cooperation of the parents of the members, the problem of the so-called high school "fraternities" is apparently solved, and these generally undesirable elements in the life of the school are being rapidly eliminated. The parties and other social activities of the scool are given under the direction of the faculty and are well conducted. Attention, however, should be called to the fact that persons not connected with the high school in any way have been giving a series of dancing parties in public halls, which have been advertised as "high school parties." Investigation shows that very few if any high school pupils attend these affairs which are evidently organized purely as money-making enterprises. Public notice, the committee believes, should be given to the fact that these so-called high school parties are not given by persons connected with the school and are not attended to any extent by high school pupils; and if possible steps should be taken to prevent the use of the school's name in promoting private undertakings of this kind.

WILLARD G. BLEYER.
LUCY M. GAY.
ELIZABETH B. HARPER.
CHAS. FORSTER SMITH.
MARY OAKLEY.
R. A. HARPER.
R. L. LYMAN.
ANNA STRONG PARKINSON.
CLARA H. MARSHALL.

REPORT OF COMMITTEE ON PRIMARY GRADES.

The Citizens' Visiting Committee for the primary grades submits the following report:

In the first and second grades throughout the schools the committee has been pleased to note an almost uniform degree of interest in the various forms of work on the part of both teacher and pupil. It is easily apparent that the alert and sympathetic spirit of the teacher is directly reflected in the general attitude of the little ones. This being true, is it after all a good plan to separate the slow from the more apt pupils with regard to position in the room? In some cases is not the teacher inclined to give indifferent rather than peculiar attention to these children, and does not this prove an humiliation and discouragement, thus defeating the kindly purpose of such distinction?

Too much cannot be said in praise of the custom of story translation, both oral and written, as it thus early gives the child natural poise, a ready choice of words, and lays the foundation for orderly composition and conversation in later life.

Also the pleasant method of teaching to read by impersonation and dialogues largely prevents the habit of hum-drum tone and expression so difficult for young children to avoid.

In the third and fourth grades, while the writing, numberwork, and language is fairly satisfactory, there is a question whether the standard in spelling is equally maintained.

The results in music and drawing are especially gratifying. Perhaps the books for drawing used under the direction of the different teachers are somewhat vague and difficult for beginners.

While there is room for discussion concerning industrial work in the grades, many parents and teachers say that the children look forward to these hours with interest, and that apparently the regular studies do not suffer from the interruption.

The good pictures, flowers, and sunlight now so abundant throughout the rooms must have a cheerful influence upon teachers and pupils.

In several instances, however, visitors have noticed children writing with the full sunlight falling upon the white page be-

neath their eyes. The teacher should be sensitive to such annoyance and regulate the shades accordingly. Better lose a few minutes of sunlight here and there, than permit this physical discomfort, if not real injury.

The child may be well guarded at home from the accident of cold and slight physical ailments, but the parents are at the mercy of the school board and the teacher in the matter of heat, light, ventilation, and the proper adjustment of seats and desks.

In every school there should be material actually at hand for ready adjustment in order that each child be accommodated according to age and size.

The janitor should be able to open at least one storm window in each room during the winter, otherwise, in most buildings, the ventilation is not adequate. The air in the Lincoln school was found to be especially bad, evidently due to the unwieldly character of the storm windows.

There has been much complaint concerning the heating system in the new Doty school, but that has probably been thoroughly investigated during the summer.

Respectfully,

ZILLAH H. SHOWERMAN, EUGENIA B. ROWLEY, H. MAY RUSSELL, ROSEMARY C. SEXTON, EMMA NEDDERSON, MARY R. MAURER, JANE V. WAGNER, ELLA A. PICKFORD, LUCY SMITH, FLORA A. HALVERSON.

ADMISSION TO HIGH SCHOOL.

Admission to the high school may be secured as follows:

- 1. Graduates of the eighth grade of the Madison public or parochial schools may be admitted upon the presentation of a certificate of admission signed by the superintendent of city schools.
- 2. Graduates of the eighth grade of the schools of other cities or of the country schools are admitted subject to such conditions and examinations as the superintendent may impose.
- 3. Candidates for advanced standing are admitted upon the following conditions:
- (a) Graduates from schools accredited to U. W. or a similar institution may be given credit for completed work, provided such work is equivalent in text-book, time, method, and standing to that required in the Madison high school. In any case the credit given will be conditioned upon the character of the work done while with us.
- (b) Upon examination in subjects for advanced standing. This will apply to pupils coming from three year high schools.

In all cases the credit to be given will be determined by the superintendent and principal.

TUITION

Tuition for all non resident pupils, that is, pupils whose parents do not live in the Madison school district, is as follows:

Hi	gh School.	Ward School.
Fall Term	\$10.00	8 6 00
Winter term	8 00	5 00
Spring term	6 00	4 00

Tuition is payable at the opening of each term. No reduction in tuition will be made in case of absence for less than one-half term.

MADISON HIGH SCHOOL COURSE OF STUDY.

YEAR.	REQUIRED STUDIES.	ELECTIVE STUDIES.
I	Algebra5 English5 History3 Drawing2 Rhetoricals 1 Each pupil to take 2.	German5 Latin5 Physical Geog5 Half year Civics5 " " 1 hours of work per week.
II	History5 English3 Rhetoricals 1	German
111	Physics5 English2 or 5 History3 or 5	Latin
ıv	Geometry5 English2 or 5 History5	Latin

- 1. To graduate, a pupil must complete fifteen units.
- 2. A unit means one subject pursued for five periods a week throughout the year.
- 3. Pupils will not usually be allowed to elect studies beyond the limit of the year in which they are classified.
 - 4. All required studies must be taken.
- 5. Studies completed in any given year are given full credit in making up the total necessary for graduation.
- 6. The numbers opposite the studies indicate the number of recitations per week.

7. In making out the studies to be pursued for a given year the pupil must first take the required studies for that year and then add enough from the elective studies to make the required number of hours per week for that year.

The following are suggestive courses arranged from the required and elective studies to aid pupils in planning their work.

		NCIENT ASSICAL.	MODERN CLASSICAL.	GERMAN.	Science.	English.
1	1st Semester	Algebra5 Latin5 English5 History3 Drawing2 Rhetori's1	Algebra5 Latin5 English5 History3 Drawing2 Rhetori's1	Algebra5 German5 English5 History3 Drawing2 Rhetori's .1	Algebra 5 Phy. G 5 Civics 5 English 5 History . 3 Drawing . 2 Rhetori's .1	Same as Science Course.
	2d Semester	Algebra 5 Latin 5 English 5 History 3 Drawing 2 Rhetori's 1	Algebra . 5 Latin 5 English . 5 History . 3 Drawing . 2 Rhetori's . 1	Algebra5 German5 English5 History3 Drawing2 Rhetori's .1	Algebra5 Phy. G5 Civics5 English5 History3 Drawing2 Rheton's.1	Same as Science Course.
11	1st Semester	Algebra5 Latin5 English3 History5 Rhetori's 1	Algebra5 Latin5 English3 History5 Rhetori's 1	Algebra5 German5 English3 History5 Rhetori's .1	Algebra5 Zoolo'y or Botany5 History5 English3 Rhetori's .1	Same as Science Course.
	2d Semester	Greek5 Latin5 English3 History5 Rhetori's.1	German5 Latin5 English3 History5 Rhetori's .1	Physiol'y.5 German5 English3 History5 Rhetori's.1	Physiol'y 5 Zoolo'y or Botany5 History5 English3 Khetori's, I	Same as Science Course,
111	1st Semest.	Physics5 Latin5 Greek5 History3 English2	Latin5 German5	Same as Science Course except that Ger, is more advanced.	French 5	Physics5 Arithm'c5 English5 History5
	2d Semest. 1st	Physics5 Latin5 Greek5 History3 English2	Physics5 Latin5 German. 5 History3 English2	Same as Science Course (Advanced German.)	Physics,5 German or French .5 History5 English5	Physics5 Arithm'c5 History5 English5
ıv	1st Semest.	Greek3 Latin5	Geome'y5 Latin5 German8 English2 Hist. U.S.5	Science Course (Advanced)	Geome'y. 5 German or French .5 Hist. U. S.5 English5	Geometry5 Eng. Gr'm 5 English5 Hist. U. S.5
	2d Semest.	Greek3 Latin5	Geome'y5 Latin5 German3 English2 Hist. U. S.5	Course (Advanced	Geome'y5 German or French .5 Hist. U. S.5 English	Geometry .5 Econom's .5 English5 Hist. U. S .5

TEXT BOOKS.

WARD SCHOOLS.

Rational Elementary Arithmetic.
Rational Grammar School Arithmetic.
The Natural Geographies.
Alexander's Spelling Book.
First Lessons in Language,
Southworth.
Elements of Composition and Grammar,
Southworth.
Smith's Physiology.
History of the United States,
Fisk, McMaster, Scudder, Gordy, or Woodburn and
Moran.
Sheldon & Co., Vertical System Penmanship.
The Modern Music Series.
The Prang Text Books of Art Education.

HIGH SCHOOL.

Shakespeare—Selected Plays	Rolfe, Hudson
Commercial Arithmetic	Schneck
Algebra	Marsh
Geometry	Shutts
Composition and Rhetoric	Thorndike
American Literature	Newcomer
English Literature	Pancoast
Latin Grammar	
Latin Lessons	Tuell and Fowler
Caesar	
Latin Composition	Rigys
Cicero	
Virgil	
Greek Grammar	Goodwin
Greek Lessons.	
Greek Composition	Bonner
Anabasis	Goodwin
Homer	
German Lesson	
German Reader	Brandt
French	Complete French Course
	•

Madison Public Schools.

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Physical Geography English HistoryComan and Kendall, Che	yney, Larned. Walker
Ancient History	Meyers
Mediaeval and Modern History	Meyers
American History	Channing
Civil Government	James and Sanford
Physiology	
Botany	Coulter
Physics	Carhart and Chute
Zoology	

In the higher Latin and Greek courses any approved text-book may be used.

HIGH SCHOOL GRADUATES.

A full list of the graduates from the High School for previous years will be found in the Annual Report of 1903-04.

CLASS OF 1904.

Mattie May Austin, Kindergarten Teacher.

Ellis Pitt Abbott, U. W.

Susan Naylor Armstrong, U. W.

Hazel Viola Alford, U. W.

William Joseph Bollenbeck, U. W.

Otto Conrad Breitenbach.

Emily May Brezee.

Robert W. Bridgman, U. W.

Anna Blackburn, Menomonie Kind. Training Sch.

Emily Ellen Chynoweth, U. W.

Edwina Mary Casey, U. W.

William Henry Conlin, U. W.

Bessie Rachael Coleman, U. W.

Mary Coleman, U. W.

Mary Elizabeth Curtis, U. W.

Lula Elsie Dillon.

William Barstow Dugan.

Audrey Amazon Davenport, U. W.

Helen Flint, U. W.

Edwin Gordon Fox, U. W.

Marion Emma Frederickson, U. W.

Olive Marie Fehlandt, U. W.

Flora Moseley Gilman, Teacher of Music.

Jessie Alletta Johnson.

Ruby Holt.

Florence Alford Jewett.

Ruth Leland Jennings, U. W.

J. Cornelius Johnson, U. W.

Elizabeth Verran Joslin, U. W.

Emma Kahl, U. W.

Mary Fidelia Longfield, U. W.

Mamie Ella Lathrop.

Sylvia Elizabeth Lounsbury, U. W.

Vera Alice Langdon. U. W.

Elizabeth Lacy. Claude Campbell Luckey. Mary Florence Maher. Raymond Winthrop Moseley, U. W. Alexander William Morgan, U. W. Norma Marie Nebel, U. W. Walter Nebel, U. W. Eugene William Nebel, U. W. Elizabeth Cecelia O'Grady. Edna Emma Pfister. Kate Post. Bernice Quinn. Mabel Elmira Rimsnider. Walter John Reif. Clara Edna Schneider. Paul Swenson, U. W. Alydth Maud Hungerford Shaw, U. W. Lula Sophronia May Starks, U. W. Carlton Hendrickson Stalker, U. Mich. Charles Foster Smith, U. W. Anna Isabel Togstad, U. W. Jennie Mabel Taylor. Mary Janet ♥an Hise. Irene Bergita Vick. Ruth Corbett Van Slyke, U. W.

CLASS OF 1905.

Alice Irene Alford, U. W. Annabelle Allen, U. W. Lona Irene Bergh, U. W. Frederick Sarles Brandenberg, U. W. Elizabeth Brown, U. W. Dorothy Marie Burnham, U. W. Henry Balsey, U. W. Emily Anna Boesling, Whitewater Normal School. Alma Marie Boyd, U. W. William Edward Boyle. Anna Isabel Butler. Elsie Josephine Bird, U. W. Beulah Jennie Chamberlain. Phillips Chynoweth. Clara Margaret Cronin, U. W. Edna Lorene Confer, U. W. Alice Beatrice Cronin, U. W.

Edwin Ford Curtiss, U. W. Burton Lamont Cramton, U. W. Elizabeth Hyacinth Conlin. Katherine Agnes Donovan, U. W. Anna Regina Dunn. Victor Peter Diedrich, U. W. Anna Josephine Esser. Edward Philip Farley, U. W. Ida Fenton, U. W. Theo. Fenton, U. W. Jane Bopeep Gapen, U. W. Alice Mary Grover, U. W. Earle Edwin Gibbs, U. W. Samuel Gallagher. Olive Goldenburger, U. W. Clara Elizabeth Hartwig. Josephine Heuer, U. W. Sidney Philip Hall, U. W. Emma Isabel Hean. Madge Evelyn Holcombe. U. W. Elnora Jean Hover. Frank Gardiner Hood, U. W. Ethel Woolsey Hopkins. Agnes Learned Johnson, U. W. Harry Kessenich, U. W.

Isadore Koltis, U. W.
Barbara Hazel Klinefelter, U. W.
Blossom Katherine Marie Law, Mrs. Lopez.
Agnes Veronica Leary, U. W.
Caroline Gail Libby, U. W.
Mary Ellen Longfield, U. W.
Margaret Blanche Lyle, U. W.
Tennyson Lathrop, U. W.
Louis Martinus Larson.
Martha Ellen Lewis.
Sara Blanche Morgan, U. W.
Helmer Clarence Nelson, U. W.
Lylia Jeanette Owens, U. W.
Gladys Eva Priest, U. W.

Marie Louise Pressentin. U. W.

Nellie Clair Roybar, U. W.

Frances Post.

Anna Bell Kirsch, Whitewater Normal School.

Mabel Grace Kelley. Caroline Kleinheinz, U. W.

Stella Otilla Kayser, U. W.

John Logan Rogers, U. W. Edna Arlise Roloff, U. W. Stephen Francis Regan. Morris Wilford Richards, U. W. Lillie Josephine Scott. Alice Adell Sprecher, U. W. Anna Emelie Syftestad, U. W. Mabel Silbernagle. Jessie Clemons Smith, U. W. Margaret Helen Sullivan, U. W. Harry Sutherland, U. W. Ole Selmer Syftestad, U. W. Mary Katherine Taylor, U. W. Kate Trainor, U. W. Mary Regina Tormey, U. W. Alva Samuel Thompson. Joseph George Taylor. Jennie Elizabeth Vernon, Kindergarten Teacher Lulua Wittl. U. W.

CLASS OF 1906.

Eveline Patience Abbott, U. W. Carl Gustave Anderson. Hazel Appleby, U. W. Marion John Atwood, U. W. Leonard Keith Astell. Egbert Eugene Baker. Louis Brabant. Lillian Breitenstein, U. W. Adalin Brown. Walter Jay Burch, U. W. Catherine Bernice Byrne, U. W. Caroline Marie Cary, U. W. Frank Chare, U. W. Forest Harwood Cooke, Hav. U. John Huss Curtis, U. W. Helen Emma Davis, U. W. Eisie Emma Dillman, U. W. Sidney Ball Dudgeon, U. W. Francis Wilson Durbrow, U. W. Clara Belle Durbrow, Normal School, Daluth. Edward James Fisher, U. W. Josephine Myrtle Gath. Stephen Gilinan, U. W.

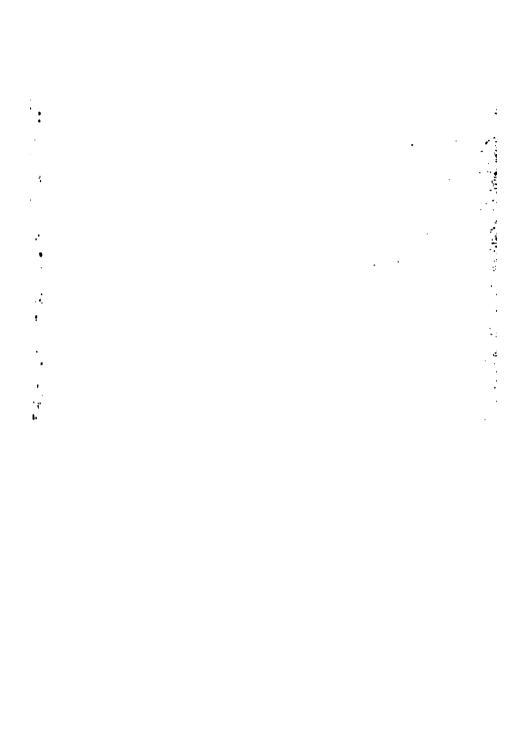
High School Graduates.

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Leonie Anna Hartman, U. W. Eugene Schuyler Heath, U. W. Arthur G. J. Heilman, U. W. John Alexander Hoeveler, U. W. Eugenia Elizabeth Hopkins. Helen Hutchinson, U. W. Margaret N. H'Doubler, U. W. Laura Johnson. Isabelle Elizabeth Jones, U. W. Myrtle Edith Jones, U. W. Victoria Jones, U. W. Julia Kinney. Monica Augusta Kleinheinz, U. W. Vera Evelyn Leatzow. Joseph Livermore. Helen Manning, Winona Normal School. Selma Victoria Matson, U. W. Mary Rose McKee, U. W. Elfreida Merz, U. W. William Joseph Meuer, U. W. Lillian Barbara Minch, U. W. Katherine Irene Murnen. Russell Solomon Nelson. John Robert Newman, U. W. Paul Bacon Porter, U. W. Florence Marguerite Purcell. Susanna Josephine Quale, U. W. Frederic William Rayne, U. W. Carl William Reif, U. W. Erna Carolina Reinking, U. W. Violet St. Sure, U. W. Mamie Amelia Sanders, U. W. Walter George Schneider, U. W. Clara Marie Sherwood, U. W. Winifred Showalter, U. W. Laura Steul, U. W. Anna Storck. Sara Augusta Sutherland, U. W. Elza Marguerite Tannert, U. W Frank Waite Tillotson, U. W. Olive Catherine Tracy, U. W. Elizabeth Dale Trousdale, U. W. John Van Slyke, U. W. Frederick Vater, U. W. Lydia Henrietta Vick. John Thomas Welsh, U. W.

Harold Paul Wood.

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The Madison Public Schools

Fifty-Third Annual Report

SPECIAL HIGH SCHOOL NUMBER

Midlain, Wisconsin, 1907-1908



לאסוד הפראשה אפרדי. אונטאר אפראשה אפרדי. אונטאר אפרדי אפרדי.





ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON WISCONSIN

SPECIAL HIGH SCHOOL NUMBER

THE NEW YORK PUBLIC LIBRARY P 197337

ASTOR, LENOX AND TILDEN FOUNDATIONS. 1909

DIRECTORY

BOARD MEETINGS

Regular meeting of the Board—First Tuesday of each month, at 7:30 P. M., Rooms Board of Education, High School Building.

SUPERINTENDENT

Office of Superintendent—High School Building. Office hours, from 8 to 9 A. M.

SCHOOL SESSIONS

High School—From 8:30 A. M. to 12:20 P. M., and from 2 to 3:20 P. M. Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Longfellow School—From 8:45 A. M. to 12 M., and from 1:30 to 3:30 P. M.

SCHOOL CALENDAR-1908-1909

FALL TERM-

Opens Tuesday, September 8, and closes Friday, December 18. WINTER TERM—

Opens Monday, January 4, and closes Friday, March 26.

SPRING TERM-

Opens Monday, April 5, and closes Friday, June 11.

BOARD OF EDUCATION

1908

OFFICERS

Anthony Donovan		
O. S. NORSMAN	Clerk	
FRANK ALFORD	Treasurer	
R. B. DUDGEON	Superintendent	
MEMBERS		
	Term Expires	
O. S. NORSMAN	515 North Henry 1909	
VICTOR LENHER	158 Summit Ave 1909	
FRANK ALFORD	25 West Dayton 1910	
GEORGE KRONCKE	1121 Rutledge 1910	
Anthony Donovan	339 W. Washington 1911	
CHARLES H. TENNEY	146 Langdon 1911	
MAYOR JOS. C. SCHUBERT	1118 Sherman Ave Ex-Officio	
ALD. P. W. SCHRAM	926 W. Johnson Ex-Officio	

COMMITTEES

STANDING

Teachers	DONOVAN, KRONCKE, SCHUBERT.
Course of Study	LENHER, KRONCKE, TENNEY.
Finance	KRONCKE, SCHUBERT, LENHER.
Supplies	NOBSMAN, SCHUBERT, LENHER.
Buildings	ALFORD. SCHUBERT, KRONCKE, LEN-
	HED TEXXEX

HER, TENNEY.

CITIZENS' VISITING COMMITTEES

HIGH SCHOOL:

MR. W. G. BLEYER, Chairman.

MR. E. B. SKINNER.

MBS. C. E. MENDENHALL.

MISS MARGARET E. ASHMUN.

MB. H. A. SMITH.

MISS ABBIE S. MAYHEW.

Mr. J. G. D. MACK.

Mr. G. C. Fiske.

MRS. M. S. SLAUGHTER.

MR. WILLIAM KITTLE.

MR. J. B. SANBORN.

MISS ELIZABETH MILLS.

Mrs. A. O. Fox.

MR. F. E. DOTY.

REV. P. B. KNOX.

MBS. E. RAY STEVENS.

MR. L. MARTIN.

Mr. J. G. Van Zandt.

MR. C. E. ALLEN.

MRS. R. W. HEGNER.

Mr. E. K. J. H. Voss.

GRAMMAB GRADES:

MRS. A. W. RICHTER. Chairman.

MRS. E. J. HART.

MRS. H. J. PARKE.

MRS. H. C. DANIELSON.

MRS. A. R. KENTZLER.

MRS. T. S. MORRIS.

MRS. G. B. STACEY.

MRS. E. L. MYBLAND.

MRS. C. C. SHEPHERD.

Mrs. A. G. Schmedeman.

PRIMARY GRADES:

MRS. B. B. COLLYER, Chairman.

MRS. F. T. GALPIN.

MRS. WALTER KROPF.

MRS. C. W. RHODES.

MRS. J. L. SAMMIS.

MRS. WILLIAM CONKLIN.

MRS. W. H. DUDLEY.

MRS. JAMES S. HIPPLE.

MRS. C. T. ELLIS.

MRS. ALEX. O'NEIL.

MRS. LOUIS KAHLENBERG.

MRS. W. L. MILLER,

MRS. JULIUS OLSON.

DEPARTMENT OF INSTRUCTION

1907-1908

R. B. Dudgeon	Superintendent	
HIGH S	CHOOL	
J. H. Hutchison, Principal	Physics.	
ANNA B. MOSELEY	Latin.	
SUE TULLIS	Latin.	
MARIE McClernan	Greek.	
MARY McGovern	English.	
JESSIE E. SHERMAN	English.	
SARA D. JENKINS	English.	
HELEN G. ANDREWS	English.	
HARRY K. BASSETT	English.	
ESTELLE M. HAYDEN	English.	
HARRIET E. CLARK	Rhetoricals.	
IRMA M. KLEINPELL	German.	
CAROLINE M. YOUNG	German.	
JULIA E. MURPHY	•	
EDNA R. CHYNOWETH		
MELVIN J. WHITE	History.	
BERTHA H. PREUSS	History.	
WINNIE C. WARNING		
S. JAMES BOLE	Mathematics.	
Mrs. F. M. Surrey		
GEORGE R. HOLETON	Mechanical Drawing.	
ALLETTA F. DEAN	Science.	
F. M. SURREY	Science.	
INA ZILISCH	Science.	
ALL SCHOOLS		
IDA M. CRAVATH	Drawing.	
MARION F. Vos Burgh	_	
ELIZABETH C. LANGE		
GEORGE R. HOLETON		

SPECIAL TEACHERS

MINA HENDRICKSON	Primary Grades.
VASHTI SKIDMORE	Grammar Grades.
ELIZABETH HOSKINS	Grammar Grades.

GEORGE WASHINGTON SCHOOL
MARY L. EDGAR, Principal Eighth Grade.
CECILIA O. KAVANAGH Seventh Grade.
THEDA CARTER Sixth Grade.
MARY C. OLESON Fifth and Sixth Grades.
RENETTE JONES Fifth Grade.
MATILDA SMITH Fourth Grade.
ANNA FISCHER Third Grade.
FLORENCE NELSON Second Grade.
DORA HUBER First Grade.
VIOLA PELUNEK First and Second Grades.
CORA A. MORGAN Kindergarten.
MABEL LYON Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL

JESSIE M. Bowers, Principal	Seventh and Eighth Grades
MAUDE WHITNEY	Fifth and Sixth Grades.
ELIZABETH M. HERFURTH	Fourth Grade.
EMMA G. HYLAND	Third Grade.
EMMA SNYDER	Second Grade.
PAULINE SHEPARD	First Grade.

LOUISE M. BRAYTON SCHOOL

RUTH A. DAVID, Principal	Eighth Grade.
ELGA M. SHEABEB	Seventh Grade.
ETTA SHIMMINS	Sixth Grade.
ZILLA E. WISWALL	Fifth Grade.
CAROLINE A. HARPER	Fourth Grade.
ELLA C. HEILIGER	Third Grade.
JESSIE M. CLOUGH	Second Grade.
JENNIE M. WILLIAMS	First Grade.

JAMES D. DOTY SCHOOL

THERESA G. COSGROVE, Principal	Seventh and Eighth Grades.
ROSETTA BLAZER	Fifth and Sixth Grades.
EMMA E. QUIRK	Third and Fourth Grades.
M. LENA HESSMAN	First and Second Grades.

Madison Public Schools

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LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN, Principal	Eighth Grade.
MARTHA K. RILEY	Seventh Grade.
HERMIE MARTIN	Sixth Grade.
LORENA C. REICHERT	Fifth Grade.
KATE BILLINGTON	Fourth Grade.
ADELINE CORNISH	Third Grade.
IRMA B. WISWALL	Second Grade.
CLARE DENGLER	First Grade.

JACQUES MARQUETTE SCHOOL

KATE H. FEENEY, Principal	Eighth Grade.
THERESA ARCHIBALD	Seventh Grade.
ELLA C. MANN	Sixth Grade.
VICTORIA E. BURLL	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
ABBIE E. BRINKHOFF	Third Grade.
EMMA R. SCHERMERHORN	Second Grade.
ELIZABETH J. GRAHAM	First Grade.

WASHINGTON IRVING SCHOOL

EMILY R. PARSONS, Principal	Fifth and Sixth Grades.
LIDA E. LESSIG	Fourth Grade.
ELNORA HOYER	Third Grade.
FANNIE M. STEVE	Second Grade.
Adda I. Sutherland	First Grade.
EMILY McConnell	Kindergarten.
ELSIE THOM	Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL

MAY ISABEL KAY, Principal	Seventh and Eighth Grades.
CLARA J. VANDERHOOF	Fifth and Sixth Grades.
CHRISTINE BANDLI	Fourth Grade.
ANNA R. SCHOBINGER	Second and Third Grades.
ELLA E. FEHLANDT	First and Second Grades
MARIE M. REDEL	Kindergarten.

HENRY WADSWORTH LONGFELLOW SCHOOL

INA M. BABNES, Principal	Fourth Grade.
MARGARET E. CUMMINGS	Third Grade.
NOBA R. CULLIGAN	
NORA L. MCKEE	First Grade.

NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBEBLAIN, Principal	Eighth Grade.
CLARA MASSMANN	Seventh Grade.
THELMA OLSEN	Sixth Grade.
FLORENCE WHITNEY	Fifth Grade.
JENNIE E. NEEVEL	Fourth Grade.
ANNA L. THOMAS	Third Grade.
BESSIE E. ADAMS	Second Grade.
VELMER PRATT	First Grade.
LULU ADAMS	First and Second Grades.
JULIA B. MAXHAM	Kindergarten.
Lois Main	Kindergarten Assistant.

RANDALL SCHOOL

HATTIE FOOTE, Principal	Fifth and Sixth Grades.
EDNA A. GUILFORD	Third and Fourth Grades.
IDA A. JOHNSTON	First and Second Grades.



Bewing Room

DEPARTMENT OF INSTRUCTION

1908-1909

R. B. Dudgeon	Superintendent		
нідн s	CHOOL		
J. H. Hutchison, Principal	Physics.		
WILLARD D. SHANNAHAN	Latin.		
SUE TULLIS	Latin.		
MARIE McCLERNAN	Greek.		
MARY McGovebn	English.		
JESSIE E. SHERMAN	English.		
SARA D. JENKINS	English.		
LELIA BASCOM	English.		
H. GRACE ANDREWS	English.		
HARRY K. BASSETT	English.		
IRMA M. KLEINPELL	German.		
CABOLINE M. YOUNG	German.		
JULIA E. MURPHY	History.		
EDNA R. CHYNOWETH	History.		
MELVIN J. WHITE	History.		
BERTHA H. PREUSS	History.		
CAMILLE CARROLL	History.		
WINNIE C. WARNING	Mathematics.		
LEON H. CANFIELD	Mathematics.		
ELSA A. SAWYER	Mathematics.		
ALLETTA F. DEAN	Science.		
FRANK M. SURREY	Science.		
ALICE EVANS	Science.		
INA ZILISCH	Science.		
CHARLES McMullen	Business Training.		
ELWOOD E. BROOKS	Physiography, Civics.		
ALL SCHOOLS			
IDA M. CRAVATH	Drawing.		
JENNIE M. BURGE	Drawing.		

MARION F. Vos Burgh	Music.
ELIZABETH C. LANGE	Domestic Science.
BLANCHE A. NEWTON	Domestic Science.
Louis F. Olson	Manual Training.
BRADLEY S. JOICE	Manual Training.
THOMAS E. JONES	Physical Training.
ALTHEA H. Brown	Physical Training.

SPECIAL TEACHERS

LELIA PURDY	Primary Grades.
VASHTI L. SKIDMORE	Grammar Grades.
CHRISTINA J. FARRIS	Grammar Grades.
MATILD FLATLEY	School for Deaf.
CHESTER S. CARNEY	Special School for Boys.

GEORGE WASHINGTON SCHOOL

MARY L. EDGAR, Principal	Eighth Grade.
RENETTE JONES	Seventh Grade.
M. IRENE WHALEY	Sixth Grade.
FLORENCE WHITNEY	Fifth Grade.
MABY L. BURDICK	Fourth Grade.
HELEN F. FITCH	Third Grade.
FLORENCE E. V. NELSON	Second Grade.
VIOLA PELUNEK	First Grade.
DORA HUBER	First and Second Grades
COBA A. MORGAN	Kindergarten.
MABELLE E. LYONS	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL

Seventh and Eighth Grades.		
Fifth and Sixth Grades.		
. Fourth Grade.		
Third Grade.		
Second Grade.		
First Grade.		

LOUISE M. BRAYTON SCHOOL

ELGA M. SHEARER, Principal	Eighth Grade.
ALMA M. BOHLMANN	Seventh Grade.
ETTA J. SHIMMINS	Sixth Grade.
ZILLA E. WISWALL	Fifth Grade.
CABOLINE A. HABPER	Fourth Grade.
ELLA C. HEILIGER	Third Grade.

14 Madison Public Schools

Beulah	BAKE	B	Second Grade.
CLEMANA	VAN	NOSTBAND	First Grade.

JAMES D. DOTY SCHOOL

:	THERESA G. COSGROVE, Principal	Seventh and Eighth Grades.	
	ROSETTA BLAZER	Sixth Grade.	
	MARY C. OLESON	Fifth Grade.	
	EMMA E. QUIRK	. Third and Fourth Grades.	
	IRENE B. VICK	Second and Third Grades.	
	MARY LENA HESSMAN	First and Second Grades.	
	JULIA B. MAXHAM	Kindergarten.	
	Lois S. Main	Kindergarten Assistant.	

LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN, Principal	Eighth Grade.
CLARA LORENA REICHERT	Seventh Grade
ETTA O. CHRISTENSEN	Sixth Grade.
SADIE S. TERRY	Fifth Grade.
EVA M. WIRTH	Fourth Grade.
LOUISA H. STEGEMAN	Third Grade.
ALICE MAY MIHLEIS	Second Grade
CLARE DENGLER	First Grade.

JACQUES MARQUETTE SCHOOL

KATE H. FEENEY, Principal	Eighth Grade.
THERESA ARCHIBALD	Seventh Grade.
ELLA C. MANN	Sixth Grade.
MARGIE COLLINS	Fifth Grade.
Louise Zimmfrman	Fourth Grade.
ABBIE E. BRINKHOFF	Third Grade.
EMMA R. SCHERMFRHORN	Second Grade.
Eva M. Howard	First Grade.

WASHINGTON IRVING SCHOOL

EMILY R. PARSONS, Principal	Fifth and Sixth	Grades.
Annie B. Kirch	Fourth Grade.	
ELNORA J. HOYER	Third Grade.	
FANNIE M. STEVE	Second Grade.	
ADDA I. SUTHERLAND	First Grade.	
EMILY McConnell	Kindergarten.	
ELSIE THOM	. Kindergarten	.tasteleeA

Department of Instruction, 1908-1909 15

INCREASE A. LAPHAM SCHOOL

MARTHA K. RILEY, Principal	Seventh and Eighth Grades.
HERMIE MARTIN	Fifth and Sixth Grades.
CHRISTINE BANDLI	Third and Fourth Grades.
ANNA R. SCHOBINGER	Second and Third Grades.
VERNA MAY JONES	First Grade.
MARIE M. REDEL	Kindergarten.

NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN, Principal	Eighth Grade.
IDA B. SCHOFIELD	Seventh Grade.
THELMA OLSEN	Sixth Grade.
IZA B. KIRCH	Fifth Grade.
CLARA McKitrick	Fourth Grade.
LAURA S. MOYLE	Third Grade.
MARY S. HUFF	Third and Fourth Grades.
JOSEPHINE MANN	Second Grade.
VELMER D. PRATT	First Grade.
EDITH A. KLEIN	First and Second Grades.
ESTHER HALL	Kindergarten.
NELLIE DOYLE	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL

INA M. BABNES, Principal	Fourth Grade.
MARGARET E. CUMMINGS	Third Grade.
Nora R. Culligan	Second Grade.
NORA L. McKee	First Grade.
ELIZABETH E. ROOK	First Grade Assistant.

RANDALL SCHOOL.

EDITH M. OLSON, Principal	Seventh Grade.
ELLEN M. SAXTON	Fifth and Sixth Grades.
LILIAN M. NELSON	Third and Fourth Grades.
IDA A. JOHNSTON	First and Second Grades.

CLERK'S STATEMENT

Receipts and expenditures of the Board of Education from July 1, 1907, to June 30, 1908.

RECEIPTS.

Balance July 1, 1907 State apportionment, school fund City school tax, 1907 County school tax, 1907 Town of Blooming Grove for 1906 Town of Blooming Grove for 1907 Village Fair Oaks for 1906 Tuitions collected Rent collected Interest on deposits Receipts from High School bonds Fire loss on Marquette building.		59 00 00 45 27 82 00 00 48 00
	\$283,827	44
EXPENDITURES.		
Apparatus and Library	\$101	90
Furniture	763	
Clerk's salary	200	
Printing	312	•••
Cement walks and curbing	438	
Grading school grounds		42
Insurance	1.132	
Balance architect's fees, Doty building	58	
Macadam and other taxes paid on school property	1.094	08
Closets in Hawthorne building	142	
Randall school addition	6.100	
School census	150	
Free text books.	215	
Rent paid	916	
Miscellaneous supplies		

Clerk's Statement		17
Miscellaneous repairs	3,533	62
Fuel	7,699	18
Janitors and labor	7,269	78
Teachers' wages and superintendence	67,695	28
Payments on High school	164,226	68
Balance June 30, 1908	16,972	26
	e 282 227	44

O. S. Norsman, Clerk.



Vestibule, Main Entrance

TREASURER'S REPORT

Receipts and disbursements from July 1, 1907, to June 30, 1908. 1907 \$57,257 83 July 1. Balance on hand July 6. Jos. Kaiser, rent..... 45 00 July 31. Capital City Bank, interest..... 125 97 45 00 Aug. Jos. Kaiser, rent 7. Aug. 29. Hobbins and Lamp, insurance loss..... 100 00 Capital City Bank, interest..... 67 45 Aug. 31. 50 00 Sept. 23. Jos. Kaiser, rent Capital City Bank, interest..... Sept. 30. 49 15 Oct. City Treasurer, part High School funds...... 25,000 00 1. Oct. 3. City Treasurer, part High School funds...... 10,000 00 7,500 00 Oct. 31. City Treasurer, part High School funds...... Jos. Kaiser, rent..... Oct. 2. 50 00 J. P. Mallett, rent..... Oct. 120 00 Capital City Bank, interest..... Oct. 31. 18 65 Nov. 12. City Treasurer, part High School funds 7,500 00 City Treasurer, part High School funds...... 15,000 **0**0 Nov. 15. H. C. Fisher, Treas. Blooming Grove, taxes, 1906 299 45 Nov 16. Nov. 16. Jos. Kaiser, rent...... 50 00 Capital City Bank, interest..... 22 67 Nov 30 Dec. 12. Jos. Kaiser, rent..... 50 00 129 00 Dec. 21. J. P. Mallett, rent..... 10,000 00 City Treasurer, part High School funds...... Capital City Bank, interest..... 29 30 Dec. 31. Dec. 31. R. B. Dudgeon, tuitions collected..... 401 00 1908. 50 00 Jan. Jos. Kaiser, rent..... 25,000 00 Jan. 15. City Treasurer, part High School funds...... Jan. 30. City Treasurer, part High School funds...... 25,000 00 53 74 Jan. 31. State Bank, interest..... 50 00 Feb. 4. Jos. Kaiser, rent..... 14,349 59 City Treasurer, State apportionment...... City Treasurer, part City school tax...... 10,000 00 Feb. 4. City Treasurer, part City school tax..... 25.000 00 Feb. 20.

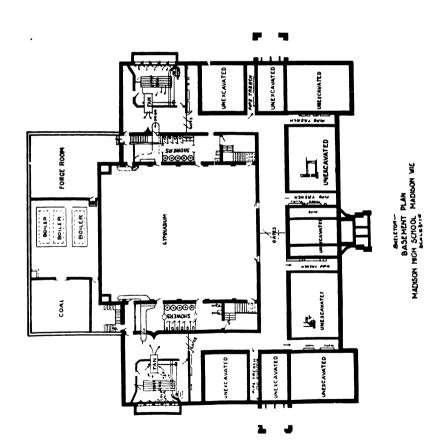
	Treasurer's Report		19
Feb. 29.	State Bank, interest	76	85
Mar. 4.	Jos. Kaiser, rent	50	00
Mar. 5.	City Treasurer, part City school tax	25,0 00	co
Mar. 11.	City Treasurer, balance city and county tax	22,760	00
Mar. 31.	J. P. Mallett, rent	135	00
Mar. 31.	State Bank, interest	180	30
Apr. 4.	Jos. Kaiser, rent	50	00
Apr. 30.	State Bank, interest	181	76
May 6.	Jos. Kaiser, rent	50	00
May 21.	M. J. Olbrich, part Fair Oaks school tax	338	82
May 28.	H. C. Fisher, treas. Blooming Grove, tax, 1907	464	27
May 30.	State Bank, interest	126	68
June 8.	Jos. Kaiser, rent	50	00
June 29.	J. P. Mallett, rent	135	00
June 30.	R. B. Dudgeon, tuitions	241	00
June 30.	State Bank, interest	73	87
	_	\$283,327	44
The aggr	regate of the certificates of appropriations for the		
year v	vas	266,355	18
Le	aving a balance on June 30, 1909 of	16,972	26

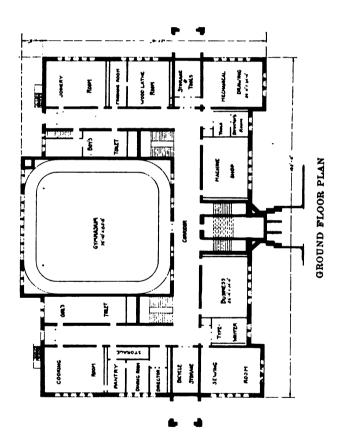


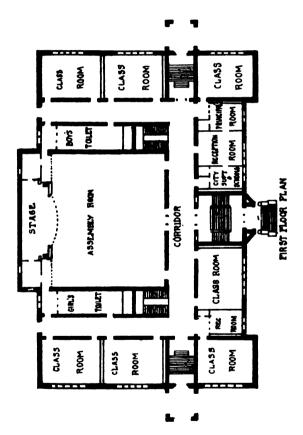


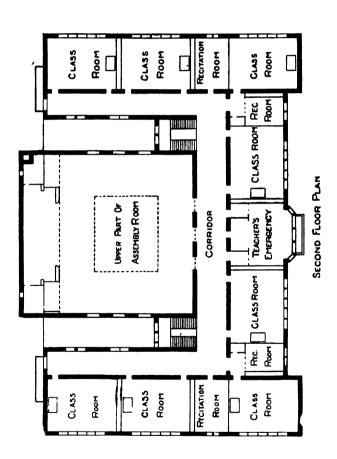
Free-hand Drawing Room

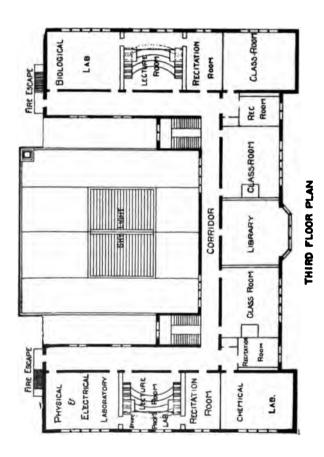
FLOOR PLANS MADISON HIGH SCHOOL BUILDING.











PRESIDENT'S ADDRESS

Delivered by Judge Anthony Donovan at the opening exercises of the new High School building on December 15, 1908.

On behalf of the board of education of the city of Madison, which I have the honor to represent here tonight as president, it is my privilege to join in the expression of good will for the new high school with Superintendent Dudgeon, Principal Hutchison, and the corps of teachers at the dedication of this beautiful building. The people of the city of Madison may be congratulated upon the distinction already attained by having the best equipped and most complete high school in the state of Wisconsin, which may well be designated as the crowning glory of the educational system for the Madison public schools. I venture to say that this high school will prove an inspiration to every boy and girl who enters it to take advantage of the many opportunities so generously offered by the taxpayers of this city.

PRAISES SCHOOL OFFICIALS

I feel that Superintendent Dudgeon is justly deserving of great praise for the amount of time he has given to the care and details of the work on this building. He has watched the progress of the work from the beginning to the end, and the realization of his ambition is satisfied tonight upon the dedication of this school.

Principal Hutchison is also deserving of credit for the interest he has taken in the new building and the time he has devoted to the rearrangement of studies and work in the school to make it the best high school in Wisconsin. I feel that I would be derelict in my duty tonight if I did not mention the great

amount of work done by Mr. George Kroncke and Mr. Frank Alford. No one knows but members of this board the amount of time that each of these gentlemen gave to the city in looking after the many details in the great work that was done in the past three years. Every member of the board did his full duty, but the greatest part of the work fell to Mr. Dudgeon, Mr. Kroncke, and Mr. Alford.

FRIEND OF NEW SCHOOL

I feel that as president of the board of education, and on behalf of the board, special mention should be made of the work done by Mayor Schubert. He was the friend of the board from the time that the needs of the high school were first brought to the attention of the council. He was then serving as alderman from the seventh ward. He gave us his help then, and has given us all the assistance in his power since he became the executive officer of the city, and without his help as executive officer of the city the board would have been greatly embarrassed at times. It seems to me that every taxpayer in the city of Madison should rejoice for having contributed his share to the construction of this noble monument to education. What father is there in Madison who will not make every reasonable sacrifice to give his children the best education he can afford? For what is man without it? No doubt you have all considered—no doubt you have all personally experienced—that of all the blessings which it has pleased God to allow us to cultivate there is not one which breathes a purer fragrance or bears a more heavenly aspect than a moral education and the love of books and study. The love of study is a companion which no misfortune can depress, no climate destroy, no enemy alienate, no despotism en-At home it is a friend, abroad an introduction, in society an ornament, it chastens vice, it guides virtue and gives grace and government to genius. It is possible to use it as the precious metal of life, it is also possible to misuse it as dross. If the young boys and girls who graduate from this high school leave it with no higher ambition than to reduce the fruits of their education to dollars and cents, to treat the four years you have spent here as students in the race for riches, it were far better that you had never come here, for in that case you have utterly failed to understand the real purpose of an education. If, on the other hand, when you shall have graduated and leave here with the noble ambition to do your duty as you find it to the best of your ability, to hew straight to the line of principle and to hold fast to your ideals, then will the expectation of your teachers be realized and your high school education prove a lasting and triumphant success. Life's journey is not easy, the smooth stretches are few, the rough many, the coward and the charlatan seek lightly the former and try to avoid the latter. The manly man takes the road as it comes and derives his chief satisfaction in the journey from the obstacles he has overcome. and in meeting those obstacles, meets them as a man ought to meet them. The permanent hope for the continuance of self government is in the education of the people, not the education only of the privileged few, but the education of the masses.

The purpose of popular government should not be merely intellectual, but to turn out educated and practical workers, and not impracticable dreamers who, with premature and ill-guided judgments, rush to immatured and hasty actions. The higher and fuller we can make that education the more stable and permanent do we lay the foundation for the building and developing of our institutions. It is not enough to erect schools and colleges and endow them with learned faculties. We must go a step further and keep wide open the gateway of opportunity for the sons and daughters of the toiling masses, so they can avail themselves of the advantages that higher education affords, and this brings us face to face with the most pressing problems of our day, which in the rush of an industrial and commercial development must not be overlooked, but on the contrary must be carefully considered. There is something far more important for a nation than the increase of commodities; it is a moral standard, it is to raise the standard of living for the masses above the bare necessities of life, so that the children of the ordinary and average man may not be drawn too early to the work-shop and thereby be denied those years of opportunity for increasing their capacity for the struggle of life and fitting them to become useful and enlightened citizens of our free land. True culture and public spirit go hand in hand. Such will be a culture which conveys a proper appreciation of the duties and responsibilities of citizenship, a culture which exposes the self-seeking demagogue, denies power to the unscrupulous, be he agitator or plutocrat, and which will inculcate a love and appreciation for the institutions of our land under which we have grown to be what we are, the happiest and most prosperous people, and the greatest, freest nation in all history.



Joinery Shap

MAYOR'S ADDRESS

Delivered by Mayor Schubert at the opening exercises of the new High School building on December 15, 1908.

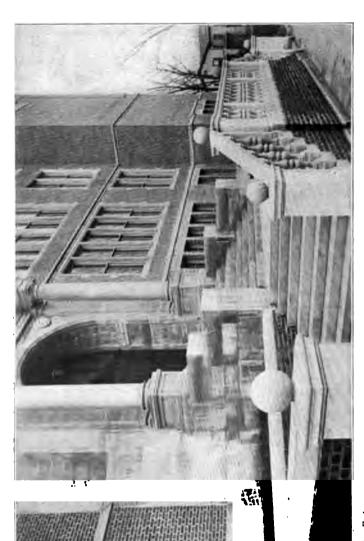
The board in calling upon me to take part in the formal dedication of this beautiful new high school building feel that I ought to give some kind of an account of myself for having helped to contract such an enormous debt for them and the citizens of Madison to pay.

Having both voted for the construction of this new building and signed all the bonds, and then to keep right on levying tax after tax with which to meet the payment of interest and principal on these bonds as they become due, I think they are justified in calling me to account.

I can honestly say that during all the years I have served in the common council I have never voted against any request that the board has made for money for any purpose, as they have always been very conservative in these matters, and to such an extent as to be behind most cities in the state, so far at least as their annual budget allowance is concerned.

Replies to inquiries made of a number of cities in the state as to data in regard to the tax rate indicate that the tax rate in Madison, fifteen and one-half dollars to every one thousand dollars, is one of the lowest in the state. This fact is shown by the figures given below:

Cities.	Population 1905.	Assessed valuation.	Whole tax on \$1.000.	Amount raised for current school expenses.	Amount raised for sites and new build- ings.
Appleton. Eau Claire Fond du Lac LaCrosse. Menomonie Oshkosh Racine. Superior Madison.	18,737 17,284 29,078 5,473 30,575 32,290	\$11, 902, 405 9, 280, 045 11, 893, 313 20, 256, 672 2, 039, 480 19, 540, 785 22, 072, 580 19, 064, 703 24, 921, 286	\$24.50 28.07 21.00 18.00 33.19 21.00 19.53 33.40	\$66,217 70,392,66 57,990 80,000 24,474 80,442 93,998 181,000 80,000	\$14,000 00 10.520 84 9.220 00 895 00 25,500 00



Main Entrance

Last year we allowed the board of education \$70,000 with which to conduct the schools of Madison, a city of 25,000 according to the last census. This year for increased instruction in the regular lines of high school work made necessary by the occupancy of the new building, for the organization and maintenance of departments in the special lines of manual training, domestic science, business training, and physical training, and also for a number of added departments in connection with the elementary schools of the city, we have allowed only \$10,000 more. This gives to the board of education for the maintenance of the schools for the year the sum of \$80,000, which sum when compared with the assessed valuation is much less than is required for the same work by most cities of the state. This fact is brought out strikingly by the figures given above.

Now just a few words on the taxes which we are paying: I want to give you something to think about when you go home. Some say, What are you doing with the \$25,000 the city is getting as increased license money?

The increased valuation of taxable property in the year 1907 over the year 1906 gives additional taxes amounting to \$10,987. This increase for 1908 is \$10,308, and the increase on account of the extra one and one-half mill tax for the year is \$37,476.

Just go back to the year 1906, in which we had a state tax of \$10.000, then to the \$37,000 state tax of 1907, and this year it is \$41.000, in addition to which the county tax for this year is \$10.000 more than last year.

This year we have a full paid fire department, one of the best, if not the best, in the state, a \$50,000 public market place, a number of other public improvements, and on top of all of this the city has constructed \$30,000 worth of underground drains, besides increasing expenditures for street paving and for other administrative departments.

Now, when you realize that the increase in the taxes for the present year does not begin to equal the increase in the expenditures as enumerated in the items above, I want you to tell me how much your taxes have been increased on account of this beautiful new high school building.



Main Office.

SUPERINTENDENT'S REPORT

To the Board of Education:

GENTLEMEN.—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1908. This will constitute the fifty-third report of the series, and the seventeenth by me.

STATISTICS	
Population of the city, estimated	28,000
Assessed valuation, 1908	\$24,921,285
Rate of taxation for all purposes, 1908	.0155
Rate of taxation for city school purposes, 1908	.00546
COST OF SCHOOLS	
Teachers	\$67,695 28
Incidentals	25,835 41
Sites, new buildings and furniture	171,292 07
Street macadam, cement walks, and interest	1,532 42
SCHOOL CENSUS	
Number of children of school age in the city:	
1907	1908
First Ward 339	347
Second Ward 598	612
Third Ward 277	230
Fourth Ward 556	568
Fifth Ward 999	865
Sixth Ward 1.259	1,240
Seventh Ward 645	655

763

681

755

595

Eighth Ward

Ninth Ward

8-P. S.

34 Madison Public Schools		
Tenth Ward	235	235
Joint School District, N. E	321	350
Total	6,579	6,526
ENROLLMENT		
Number of children enrolled in the public schools:		1005 00
	906-07	1907–08
High School	611	602
Washington School	547	497
Lincoln School	267	230
Brayton School	352	343
Doty School	205	202
Draper School	353	334
Marquette School	345	347
Irving School	246	250
Lapham School	242	238
Hawthorne School	467	
Longfellow School	186	196
Randall School	75	128
	3,896	3,817
Number of pupils in the different grades:		
	1906-07	1907-08
Kindergarten	248	193
First Grade	468	498
Second Grade	479	429
Third Grade	440	459
Fourth Grade	415	419
Fifth Grade	380	362
Sixth Grade	342	320
Seventh Grade	284	293
Eighth Grade	229	242
First Year, High School	217	174
Second Year, High School	154	175
Third Year, High School	134	145
Fourth Year, High School	106	108

Total 3,896

T18, E

	ATTENDANCE
1907-08	1906-07
58.4	Per cent. enrolled 59.2
3,327	Average membership 3,369
3,159	Average daily attendance 3.180
94	Per cent. of attendance
584,495	Total days of attendance for year
	BUILDINGS
1007.00	BUILDINGS
1907-08	Number of huildings counted
11	Number of buildings occupied
	TEACHERS
23	High School
5	Eighth Grade
3	Seventh and Eighth Grades
5	Seventh Grade
5	Sixth Grade
6	Fifth and Sixth Grades
5	Fifth Grade
1	Fourth and Fifth Grades
8	Fourth Grade
2	Third and Fourth Grades
8	Third Grade
1	Second and Third Grades
8	Second Grade
5	First and Second Grades
8	First Grade
4	Kindergarten
3	Kindergarten assistants
2	Special teacher Grammar Grade
1	Special teacher Primary Grade
	Supervisor of Music
	Supervisor of Drawing
1	Supervisor of Manual Training

Superintendent's Report

35

Madison Public Schools

TEACHERS' REPORTS

Times teachers were tardy Half days' absence Visits made to parents Visits made to sick pupils	378
VISITS TO THE SCHOOLS	
Number by the superintendent	42 3,105
AVERAGE AGE OF PUPILS	
Upon graduating from High School, June 12, 1908: Boys	•
AVERAGE SALARIES	
The average salary paid to men, not including the principal of High School and city superintendent, was The average salary paid to women, not including kindergarten assistants	\$900 00 594 83
COST OF SCHOOLS	
Cost of instruction in High School	\$18,678 75 44,804 03 4,212 50 24,401 01
Cost per pupil in High School for instruction:	
Upon number enrolled	31 03 34 60
Upon average attendance	36 07
Cost per pupil in the ward schools for instruction: Upon number enrolled Upon average membership Upon average attendance	13 94 . 16 08 16 98

Superintendent's Report		37
Cost per pupil in all schools for instruction:		
Upon number enrolled	16	63
Upon average membership	19	08
Upon average attendance	20	10
Cost per pupil in all schools for supervision:		
Upon number enrolled	1	10
Upon average membership	1	27
Upon average attendance	1	33
Cost per pupil in all schools for incidentals:		
Upon number enrolled	6	39
Upon average membership	7	33
Upon average attendance	7	72
Total cost per pupil for tuition, supervision, and incidentals:		
Upon number enrolled	24	12
Upon average membership	27	68
Upon average attendance	29	15

In estimating the cost per pupil the salaries of principals, kindergarten, manual training, domestic science, and regular and special teachers are included in the term instruction; the salaries of the superintendent and the supervisors of music and drawing are included in the term supervision; the term incidentals covers all other current expenses of the school, including all miscellaneous repairs but not the cost of sites, new buildings, or permanent improvements.

SUMMARY OF STATISTICS

The enumeration of children of school age in the city at the close of the year gave 3,251 boys, and 3,275 girls, making a total school population of 6,526. This is a decrease for the year of 53.

The whole number of pupils enrolled for the year was 3,817, of which number 1,855 were boys, and 1,962 girls. This is a decrease for this year of 48 boys and 31 girls, making a net decrease for the year of 79. The average daily membership was 3,327, a decrease of 42. The average daily attendance was 3,159, a decrease of 21 from that of the preceding year.

hemian. The majority of those enrolled were between the ages of twenty and forty, only two being under the age of eighteen. Included in the enrollment were twelve women and several heads of families.

Although the membership was largely from the Ninth and adjacent wards, all parts of the city were represented in the attendance. The majority of those enrolled were engaged in manual labor during the day and that these people were willing to spend an hour and a half in earnest study after a hard day's work, showed a very commendable desire to become better acquainted with the language of their adopted country.

The work was of a necessity elementary in character. Very few could read English and many could not speak the language with any degree of fluency. The main purpose of the school was to give instruction in reading, spelling, and writing and to teach correct forms of speech. Some general instruction was also given in the geography and history of the United States, and brief explanations were made in regard to some of the leading features and forms of our government.

No close classification of the students could be made. They were divided into three or four groups as the conditions seemed to make desirable, and much attention was given to individual instruction. The progress made was very gratifying. At the end of the term most of the members were able to read fairly well in fourth and fifth grade books, to write letters in correct form, and to speak with far more correctness than would be expected.

It is believed that this coming together of many nationalities, the singing of stirring national songs, and the pursuit of a common purpose cannot but be of benefit to these foreigners, our future citizens.

THE PENNY SAVINGS FUND

During the past year the work connected with the Penny Savings Fund has been under the immediate direction of Mrs. Charles H. Tenney, chairman of a special committee from the Department of Education of the Woman's Club. As will be noted in the appended report, some changes in the method of

distributing stamps and collecting money were thought advisable. The new method has been an improvement over the old and has worked in a very satisfactory manner. It in a large degree relieves the teachers of distributing and selling stamps and collecting money and more fully protects against loss. The pupils are permitted to take a more important part in the work and to gain a wider experience in the method of doing business. Although there has been no increase in the amount of money collected from the children, the results of the year's work offer no occasion for discouragement. Owing to the wise and careful management of the chairman, the work has been carried on without irritation or friction, and the system has become more fully established in the schools. There can be no question whatever in regard to the desirability of continuing the work along this line.

I am pleased to insert here the report prepared by Mrs. Tenney and also the financial statements prepared by Mr. Charles N. Brown, Secretary of the Building and Loan Association, who is in direct charge of the funds.

Mr. R. B. Dudgeon. Superintendent of Public Schools, Madison, Wisconsin.

The committee and collectors who have had charge of the Penny Saving Fund in the grade schools of the city this year feel greatly encouraged in its success.

As in previous years the stamps have been delivered and collections made by the ladies in the various wards. It seemed advisable this year to make a change in the system of collections in the schools. Previously the responsibility of collections has rested upon the teachers. This year the pupils have taken the entire responsibility.

Upon the recommendation of the chairman, the Board of Education made an appropriation of \$25.00 for the purchasing of banks to supply each school. Each principal selected three pupils from the upper grades to take charge of this bank established in her room or upper corridor.

These pupils acted as President, Cashier, and Teller. Three separate accounts of the young depositors' deposits were made and at the end of banking hours accounts were balanced. The keys and bank were then turned over to the principal who then took charge of the same.

Under this system no thefts were reported and few errors made. Teachers were relieved of all responsibility of collection and the pupils gained a clearer knowledge of banking methods.

Written reports have been received from all collectors and principals, and with one exception the present system has been encouragingly endorsed.

There has been a falling off of \$309.68 this year as against the collection of last year, \$1,065.66, the banner year. This, however, is not discouraging, considering that a change of system and the financial condition of the country would naturally have its effect upon the school banks.

I wish to express my appreciation of the courtesy shown me and the cheerful assistance rendered by collectors and principals in their hearty co-operation in this very essential work.

Respectfully submitted,

ELIZABETH A. TENNEY.

Madison, Wis., June & Mrs. C. H. Tenney, Chairman Educational Committee Woman At your request I submit herewith a report of the operation Madison Penny Savings Fund from the first day of August this date.	's Club: ons of t	he
this date.		
Cash balance Aug. 1, 1907, not including interest	\$1,519	82
Deduct \$5.26 added twice by mistake	5	26
Correct balance Aug. 1, 1907	\$1,514	56
Received from Aug. 1, 1907 to date	930	53
Making the total receipts	\$2,445	09
Disbursements.		
Paid for pass books \$18 00		
Paid for withdrawals 846 00		
Transferred to Building & Loan stock 459 65		
	\$1,323	65
Leaving the cash balance of	\$1,121	44

The above balance is invested in the stock of the Association drawing 6 per cent interest.

42

Annexed to this summary is a comparative statement of the amount collected in the different schools for the past five years and a statement of receipts and disbursements by months.

Very truly yours,

CHARLES N. BROWN.

COLLECTIONS FROM THE DIFFERENT SCHOOLS FOR THE LAST FOUR YEARS.

	1904-	05	1905-	06	1906	-07	1907	-08
Washington	\$ 133	21			\$ 93	41	\$93	44
Lincoln	. 33	11	\$76	73	39	18	40	15
Brayton	194	04	241	52	179	83	93	86
Doty	. 72	72	76	73	159	07	58	19
Draper	. 37	31	65	99	136	42	157	32
Irving			146	42	123	69	24	35
Marquette	. 18	17	151	48	- 84	50	88	5 5
Lapham	50	66	65	00	18	69	62	95
Longfellow	38	75	79	24	125	39	69	16
Hawthorne	21	96	53	38	61	32	29	54
Randall	• • •		• •	• • •	44	16	38	51
Totals	\$689	93	\$ 954	16	\$1,065	66	\$755	98

The above statement shows only the amounts collected at the schools and does not take into account the moneys paid in at the office of the Association which amounts to several hundred dollars each year.

STATEMENT OF RECEIPTS AND DISBURSEMENTS BY MONTHS

		Recei	pts	Disburse ments	-
1907	August	\$40	93	\$171 8	30
	September	25	34	73 4	12
	October	44	80	37 7	0
	November	208	10	45 7	9
	December	112	97	173 1	3
1908	January	94	14	73 6	6
	February	83	38	40 0	1
	March	104	03	80 6	2
	April	39	21	58 0	0
	May	177	63	91 9	7
					_

Paid for pass books	18 00
Building & Loan stock taken	459 65
<u> </u>	
Total disbursements\$1.	323 65

It should be noticed that with the balance on hand at the opening of the year, the net receipts for the year amounted to \$1,121.44. It should also be noticed that because sums of money are classified under the head of disbursements in the above table, it does not follow that they have been expended or wasted by the pupils. The greater part of this money has been simply withdrawn to be invested in Building and Loan stock, redeposited in the savings bank, or used for the definite purposes for which it had been saved. In either case the Penny Savings system has accomplished its purpose and resulted in benefit to the pupils by encouraging habits of thrift and teaching a wiser use of money.

INDIVIDUAL INSTRUCTION

To administer the schools in a way to meet the needs of pupils of varying degrees of ability, is one of the most important functions of the supervising officer. The place and value of mass teaching is recognized, but unless this can be supplemented by methods that meet the needs of the individual the school must fail in efficiency. Our schools are not unmindful of the individual needs of the pupils nor is the interests of the backward and irregular pupils neglected. Among the provisions for such pupils may be mentioned the following:

- 1. In the daily program of every school in the elementary grades of the city one period is set aside for individual work.
- 2. Three unassigned teachers are employed to aid backward pupils and to assist the regular teachers in making their work more thorough and effective.
- 3. A large number of the teachers in the grades remain after school to talk over the work with the pupils and to clear up perplexing points. These pupils as a rule are not "kept after school" but remain from choice.
- 4. Individual promotions from grade to grade are made at any time when the work of the pupil seems to warrant it.

- 5. For a number of years a short summer vacation school has been organized for giving special assistance to pupils who failed to be promoted on account of poor work. By paying a small tuition fee for this work, many pupils are able to go on with their classes and thus avoid being held back for a year.
- 6. In the high school each teacher has one or two free periods each day, during which she consults with her pupils and gives aid to those who need it. In addition to this, some of the teachers form classes after school for pupils who wish special instruction and aid. In such cases the teacher gives time willingly and without extra compensation, the satisfaction of improved work on the part of the pupil being a sufficient reward for the extra time and service given.
- 7. In the new high school building the pupils are seated in class rooms where each is provided with a desk for study purposes. In charge of each class room is a teacher who looks after the pupils, learns their individual needs, and gives advice and counsel in matters relating to their general welfare and progress. Their duties are distinct from the regular recitation work and are supervisory in nature.
- 8. In all the sixth, seventh, and eighth grades of the city, instruction in industrial lines is given each week, the boys taking mechanical drawing and bench work in wood and the girls taking sewing and cooking. In the grades from the kindergarten to the fifth inclusive, instruction in various kinds of hand-work is given once each week. All this work calls out the motor activities and is individual in nature.
- 9. The teachers frequently visit the homes to get a more definite understanding of the needs of the children and to enlist the co-operation of the parents in securing more regular attendance and better school work. These visits are reported to the superintendent. The records in the office show that 898 such visits were made by the teachers during the last school year.

In view of the above provisions it will be observed that individual pupils are given aid when it is needed, and that special efforts are made to hold the boys and girls in the school until they finish the high school course.

Anditorium

Madison Public Schools

TEACHERS' REPORTS

Times teachers were tardy	285
Half days' absence	378
Visits made to parents	660
Visits made to sick pupils	238
VISITS TO THE SCHOOLS	
Number by the superintendent	501
Number by members of the board	42
Number by parents	•
Number by others	6.005
AVERAGE ACE OF BURIES	
AVERAGE AGE OF PUPILS	
Upon graduating from High School, June 12, 1908:	
Boys	hs, 22 days
Girls	hs, 24 days
AVERAGE SALARIES	
The average salary paid to men, not including the principal	
of High School and city superintendent, was	\$900 00
The average salary paid to women, not including kinder-	
garten assistants	594 83
COST OF SCHOOLS	
Cost of instruction in High School	\$18,678 75
Cost of instruction in ward schools	44,804 03
Cost of supervision	4,212 50
Cost of incidentals	24,401 01
Cost per pupil in High School for instruction:	
Upon number enrolled	31 03
Upon average membership	34 60
Upon average attendance	36 07
Cost per pupil in the ward schools for instruction:	
Upon number enrolled	13 94
Upon average membership	
Upon average attendance	16 %

Super intelligence of the period		••
Cost per pupil in all schools for instruction:		
Upon number enrolled	16	63
Upon average membership	19	08
Upon average attendance	20	10
Cost per pupil in all schools for supervision:		
Upon number enrolled	1	10
Upon average membership	1	27
Upon average attendance	1	33
Cost per pupil in all schools for incidentals:		
Upon number enrolled	6	39
Upon average membership	7	33
Upon average attendance	7	72
Total cost per pupil for tuition, supervision, and incidentals:		
Upon number enrolled	24	12
Upon average membership	27	68
Upon average attendance	29	15

In estimating the cost per pupil the salaries of principals, kindergarten, manual training, domestic science, and regular and special teachers are included in the term instruction; the salaries of the superintendent and the supervisors of music and drawing are included in the term supervision; the term incidentals covers all other current expenses of the school, including all miscellaneous repairs but not the cost of sites, new buildings, or permanent improvements.

SUMMARY OF STATISTICS

The enumeration of children of school age in the city at the close of the year gave 3,251 boys, and 3,275 girls, making a total school population of 6,526. This is a decrease for the year of 53.

The whole number of pupils enrolled for the year was 3,817, of which number 1,855 were boys, and 1,962 girls. This is a decrease for this year of 48 boys and 31 girls, making a net decrease for the year of 79. The average daily membership was 3,327, a decrease of 42. The average daily attendance was 3,159, a decrease of 21 from that of the preceding year.

The number enrolled was 58.4 per cent of the school population. The pupils were distributed among the grades as follows: Kindergarten, 193, or 5.06 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,805, or 47.20 per cent; grammar grades,—fifth, sixth, seventh, and eighth,—1,217, or 31.88 per cent; high school, 602, or 15.77 per cent.

The regular work of the school was carried on by ninety-seven teachers, twenty-three in the high school, and seventy-four in the grades. In addition to these, four special teachers were employed to supervise the work in music, drawing, manual training, and domestic science, three to assist in the grades, and three to assist in the kindergarten, making the total number of teachers employed one hundred seven.

In the grades the average number of pupils to each teacher, based on the enrollment, was forty-five; based on the average attendance, was thirty-eight. In the high school the number to each teacher, based on the enrollment, was twenty-six, based on the average attendance, was twenty-three.

THE NIGHT SCHOOL

In the early part of the year it was learned that some of the foreign-born residents of the ninth ward were meeting for the purpose of studying the English language. The lack of any formal instruction made progress unsatisfactory and slow. The mayor became interested and made inquiries as to the needs and desires of these people for study and improvement. The conditions were found to be such as would make the opening of a night school desirable. Arrangements were then made for the organization of such a school and the first session was held on the evening of March 9th, in the Longfellow school building. At the first session about fifty were enrolled and at the end of the first week the number was increased to ninety. A few of these soon dropped out, leaving a regular enrollment of seventy-two. The attendance was usually regular, the nightly average for the twelve weeks being nearly fifty.

In the enrollment were forty-six Russians, nineteen Italians, two Germans, two Swedes, one Dane, one Hungarian, one Bo-

hemian. The majority of those enrolled were between the ages of twenty and forty, only two being under the age of eighteen. Included in the enrollment were twelve women and several heads of families.

Although the membership was largely from the Ninth and adjacent wards, all parts of the city were represented in the attendance. The majority of those enrolled were engaged in manual labor during the day and that these people were willing to spend an hour and a half in earnest study after a hard day's work, showed a very commendable desire to become better acquainted with the language of their adopted country.

The work was of a necessity elementary in character. Very few could read English and many could not speak the language with any degree of fluency. The main purpose of the school was to give instruction in reading, spelling, and writing and to teach correct forms of speech. Some general instruction was also given in the geography and history of the United States, and brief explanations were made in regard to some of the leading features and forms of our government.

No close classification of the students could be made. They were divided into three or four groups as the conditions seemed to make desirable, and much attention was given to individual instruction. The progress made was very gratifying. At the end of the term most of the members were able to read fairly well in fourth and fifth grade books, to write letters in correct form, and to speak with far more correctness than would be expected.

It is believed that this coming together of many nationalities, the singing of stirring national songs, and the pursuit of a common purpose cannot but be of benefit to these foreigners, our future citizens.

THE PENNY SAVINGS FUND

During the past year the work connected with the Penny Savings Fund has been under the immediate direction of Mrs. Charles H. Tenney, chairman of a special committee from the Department of Education of the Woman's Club. As will be noted in the appended report, some changes in the method of

distributing stamps and collecting money were thought advisable. The new method has been an improvement over the old and has worked in a very satisfactory manner. It in a large degree relieves the teachers of distributing and selling stamps and collecting money and more fully protects against loss. The pupils are permitted to take a more important part in the work and to gain a wider experience in the method of doing business. Although there has been no increase in the amount of money collected from the children, the results of the year's work offer no occasion for discouragement. Owing to the wise and careful management of the chairman, the work has been carried on without irritation or friction, and the system has become more fully established in the schools. There can be no question whatever in regard to the desirability of continuing the work along this line.

I am pleased to insert here the report prepared by Mrs. Tenney and also the financial statements prepared by Mr. Charles N. Brown. Secretary of the Building and Loan Association, who is in direct charge of the funds.

Mr. R. B. Dudgeon, Superintendent of Public Schools, Madison, Wisconsin:

The committee and collectors who have had charge of the Penny Saving Fund in the grade schools of the city this year feel greatly encouraged in its success.

As in previous years the stamps have been delivered and collections made by the ladies in the various wards. It seemed advisable this year to make a change in the system of collections in the schools. Previously the responsibility of collections has rested upon the teachers. This year the pupils have taken the entire responsibility.

Upon the recommendation of the chairman, the Board of Education made an appropriation of \$25.00 for the purchasing of banks to supply each school. Each principal selected three pupils from the upper grades to take charge of this bank established in her room or upper corridor.

These pupils acted as President, Cashier, and Teller. Three separate accounts of the young depositors' deposits were made and at the end of banking hours accounts were balanced. The keys and bank were then turned over to the principal who then took charge of the same.

Superintendent's Report

Under this system no thefts were reported and few errors made. Teachers were relieved of all responsibility of collection and the pupils gained a clearer knowledge of banking methods.

Written reports have been received from all collectors and principals, and with one exception the present system has been encouragingly endorsed.

There has been a falling off of \$309.68 this year as against the collection of last year, \$1,065.66, the banner year. This, however, is not discouraging, considering that a change of system and the financial condition of the country would naturally have its effect upon the school banks.

I wish to express my appreciation of the courtesy shown me and the cheerful assistance rendered by collectors and principals in their hearty co-operation in this very essential work.

Respectfully submitted,

ELIZABETH A. TENNEY.

Madison, Wis., June Mrs. C. H. Tenney. Chairman Educational Committee Woman At your request I submit herewith a report of the operation Madison Penny Savings Fund from the first day of August this date.	's Club: ons of t	: he
Cash balance Aug. 1, 1907, not including interest	\$1,519	82
Deduct \$5.26 added twice by mistake		26
Correct balance Aug. 1, 1907	\$1,514	56
Received from Aug. 1, 1907 to date	930	53
Making the total receipts	\$2,445	09
Disbursements.		
Paid for pass books \$18 00		
Paid for withdrawals 846 00		
Transferred to Building & Loan stock 459 65		
	\$1,323	65
Leaving the cash balance of	\$1,121	44

The above balance is invested in the stock of the Association drawing 6 per cent interest.

Annexed to this summary is a comparative statement of the amount collected in the different schools for the past five years and a statement of receipts and disbursements by months.

Very truly yours,

CHARLES N. BROWN.

COLLECTIONS FROM THE DIFFERENT SCHOOLS FOR THE LAST FOUR YEARS.

	1904–	05	1905-	06	1906	-07	1907	-08
Washington	\$ 133	21			\$9 3	41	\$93	44
Lincoln	33	11	\$76	73	39	18	40	15
Brayton	194	04	241	52	179	83	93	86
Doty	72	72	76	73	159	07	58	19
Draper	37	31	65	99	136	42	157	32
Irving			146	42	123	69	24	35
Marquette	18	17	151	48	84	50	88	55
Lapham	50	66	65	00	18	69	62	95
Longfellow	38	7 5	79	24	125	39	69	16
Hawthorne	21	96	53	38	61	32	29	54
Randall	• •	• • •	• •		44	16	38	51
Totals	\$689	93	\$954	16	\$1,065	66	\$755	98

The above statement shows only the amounts collected at the schools and does not take into account the moneys paid in at the office of the Association which amounts to several hundred dollars each year.

STATEMENT OF RECEIPTS AND DISBURSEMENTS BY MONTHS

		Recei	lp ts	Disbur se - me nts
1907	August	\$40	93	\$171 80
	September	25	34	73 42
	October	44	80	37 70
	November	208	10	45 79
	December	112	97	173 13
1908	January	94	14	73 66
	February	83	38	40 01
	March	104	03	80 62
	April	39	21	58 00
	May	177	63	91 97

Totals \$930 53 \$846 00

Superintendent's Report

Paid for pass books	18	00
Building & Loan stock taken	459	65
,		
Total disbursements\$1	, 323	65

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OUR NEW HIGH SCHOOL BUILDING

HISTORY OF THE PROJECT

The first formal action in the matter of a new high school building was the adoption of a resolution offered by President Corscot on April 2, 1901, which requested the building committee with the superintendent to secure plans and estimates for the construction of a new high school building.

At a meeting on April 30, 1901, on motion of Mayor Bull. it was voted as the sense of the board that the old part of the high school building should be removed and a new building erected in its place. Although the project of a new high school building was discussed at various regular and special meetings during the two years, 1901 and 1902, no material progress was made towards its accomplishment. Finally, at a regular meeting of the board of education on June 6, 1903, the standing committee on buildings was relieved from further consideration of the project, and the whole matter was placed in the hands of a special committee. This committee was to be known as the committee on the new high school building and its duty was to take charge of and to further the erection of the building. a result of the work of this committee the project took definite form and a competition was held for the selection of plans, and on January 9, 1904, Mr. Cass Gilbert of New York was appointed architect.

Bids were received and a provisional contract was entered into with Mr. T. C. McCarthy on May 2, 1905. The issue of bonds was authorized by the city council on May 12th. The petition for the submission of the bond question to the people was filed June 10th. Pursuant to this petition the special election was held on July 25, 1905, in which the women were permitted to vote, resulting in a majority of two hundred eighty-seven in favor of the bond issue. The whole matter was brought into the circuit court through the service of a summons and complaint on August 21st, praying for a temporary injunction enjoining the mayor and city clerk from executing the bonds. The case

was duly argued in the circuit court, Judge Fowler presiding. He handed down his decision covering three points, viz.:

- 1. The election on the issue of bonds for the purpose of erecting a new high school building was an election pertaining to school matters, and therefore the women were entitled to vote.
- 2. The fact that the residents of that portion of Blooming Grove included in the joint district were not given an opportunity to vote, did not invalidate this election.
- 3. Although a portion of the property of the school district lies outside the city limits and must pay its pro rata share of the cost of the new building, the city of Madison can legally issue the bonds.

The case was then appealed to the state supreme court, which court on April 17, 1906, affirmed the decision of Judge Fowler of the lower court on all points of issue, four members of the court, Chief Justice Cassoday and Judges Winslow, Dodge, and Siebecker, affirming, and two members, Judges Marshall and Kerwin, dissenting.

On May 20, 1906, the board of education authorized the contractor, T. C. McCarthy, to proceed at once with the erection of the building in accordance with the terms of the contract which had been entered into on May 2, 1905. Pursuant to this action Mr. McCarthy entered upon the fulfillment of his contract, and on May 30, 1906, ground was broken and excavation for the foundation begun.

From the beginning difficulties were encountered and serious delays were experienced. The removal of the old building proceeded slowly and the excavation for foundation walls and basement required more time than was anticipated. The scarcity and high price of labor, the unusual advance in the cost of all kinds of material, and the inadequacy of transportation facilities interfered seriously with the progress of the work. This condition of affairs caused much annoyance and embarrassment to the contractor and was a serious disappointment to all who were looking forward eagerly to the early completion of the building. It began to be feared by many that the building might not be ready for occupancy for the opening of school for the third year after the old building was vacated and removed. However,

through the constant efforts of the contractor and the ceaseless watchfulness of the building committee, the building was made ready for occupancy for the opening day of school on September 8, 1908. Although many odds and ends about the building remained unfinished and the equipment was incomplete in many particulars, the sessions of school were continuous from the opening day and the school work was carried on without serious interruptions.

OPENING EXERCISES

On the evening of December 15th appropriate opening exercises were held in the auditorium and the whole building was thrown open to the public for inspection. Short addresses were given by Judge Anthony Donovan, president of the board; by Mr. George Kroncke, chairman of the building committee; and by Mr. Joseph Schubert, mayor of the city. A few remarks and general directions were also made by Principal Hutchison and Superintendent Dudgeon. After the formal exercises a thousand or more citizens and patrons visited the various parts of the building and manifested much interest in the arrangement of the different departments and in the facilities provided for the work in each. The presence of boys and girls at work in the various departments in physical training, business training, manual training, and domestic science afforded a concrete demonstration of the character of the work carried on in these lines and added much to the general interest of the occasion. teachers of the high school took pleasure in conducting the visitors through the building and in explaining the arrangements and facilities for the different lines of work. The magnitude and the completeness of the building were a surprise and a revelation to the majority of the visitors, and expressions of appreciation and approval were universal. A spirit of satisfaction and pride pervaded all and it seemed to be conceded that at last Madison has a high school building that is a credit to the community, and one that stands as an unmistakable evidence of the existence in our city of a broad and progressive citizenship.

STYLE OF ARCHITECTURE

The building was designed, says Architect Gilbert, in the Jacobean style of architecture, which style is considered best adapted for school buildings, because it permits the minimum width of piers and mullions and the maximum area of window openings lighting the rooms. This style of architecture follows that of the old college buildings at Oxford and Cambridge in England, and has been used with great success in some of the more recent school buildings in America.

The exterior expresses logically the arrangement of the plan, window and door openings being placed frankly where they appear in the numerous rooms. The exterior is faced with vitrified brick and trimmed with Bedford stone. The brick are rough and uneven in color, thus giving a color quality to the wall and a certain vigor and strength to the structure. The unevenness of color and roughness of surface supply in part the texture quality which would otherwise have to be given by carved detail or ornament. The very wide mortar joints add to the color effect and to the appearance of rugged strength, not otherwise possible in a building of flat surface and wide window openings.

In the original design of the building two large towers were shown over the main entrance on Wisconsin avenue. of funds made this construction impossible. These towers undoubtedly would have made the building more imposing and would have added something to its general architectural effect. Although the building in its present form seems severely plain in the eyes of some, yet it shows lines of strength and dignity and is in complete harmony with the purposes for which it is intended. It must be remembered that in a building that is to stand through decades and perhaps through centuries, any ornamentation of a fantastic or trivial nature would be out of place and would drop the whole structure to the level of the commonplace. After a few years when vines are permitted to climb over the walls, our building will resemble and be classified with some of the best buildings connected with the older institutions of learning in the old and new world. Such a building will give the impression of dignity, strength, and durability incidental to age without revealing lines of weakness or decay. It is said that a design for a building that conceals all marks of freshness and newness and reveals nothing as to its age—whether five or one hundred and five years old—is an achievement of high art and the mark of unusual architectural taste. Be that as it may, the best critics pronounce our new building a great success, whether judged from the standpoint of architectural taste or from that of convenience and utility. They consider Madison very fortunate in securing a building that adds to the beauty of the city and at the same time so completely meets present and future educational needs.

THE GENERAL PLAN

The building forms three sides of a quadrangle, the main portion facing Wisconsin avenue with a frontage of one hundred ninety-two feet, and the two wings extending along Dayton and Johnson streets respectively for a distance of one hundred twenty-seven feet. The hollow square or court is occupied by the gymnasium and the auditorium. Including the gymnasium the building has five floors or stories, all affording well lighted and convenient working areas.

On the four main floors ample and well lighted corridors extend around the whole building. The walls of these are faced with brick and the floors are of reinforced concrete construction.

The main entrance is from Wisconsin avenue and leads by stairways, partly outside and partly inside, up to the first or main floor and down to the ground floor. In addition to this there are four side entrances, one from each of the side streets and two from the rear of the building.

A series of wide stairways of reinforced concrete construction at two points of the building lead from the floor of the basement to the floor of the upper story, affording at all times easy and safe access to the different floors of the building.

ACCOMMODATIONS AFFORDED

The building contains a large assembly room with a seating capacity on the main floor of nine hundred. When the balconies

are placed on the three sides as planned, this room will have a seating capacity of about fifteen hundred. This room will accommodate the pupils for morning exercises and will be used for lectures, concerts, lantern slide entertainments, and all kinds of general meetings. On the second floor is a small assembly room which is used for a meeting place of teachers, classes, and societies of various kinds. Under the auditorium is a well ventilated, well lighted, large gymnasium with an ample equipment and with all necessary dressing rooms and bath appliances.

In addition to these the building provides all necessary recitation rooms, class rooms, lecture rooms, art rooms, science laboratories, rooms for teachers and officers, and full suites of rooms for instruction in commercial, manual training, and domestic science branches. The location of these various rooms and departments may be observed on the floor plans which will be found on another page of this report. The building furnishes desk and study accommodations for one thousand pupils.

HEATING AND VENTILATING

The building is heated and ventilated by means of a combination of the direct and indirect systems. Three 100 horse-power boilers, located outside the building proper and beneath the surface of the ground, furnish steam to the tempering coils and to the radiators in all parts of the building. Two 10-foot blast fans, each operated by a 20 horse-power motor, send fresh air over the tempering coils into a large tunnel or plenum chamber, from which it is sent under pressure through air ducts to every room in the building. In addition to this an exhaust fan, operated by a 10 horse-power motor, is used to draw impure air from all bath rooms, toilets, and closets. Thus far the plant seems to be adequate to the needs of the building and to be doing its work in a satisfactory way.

SPECIAL FEATURES

The Locker System

One of the special features is the provision made for taking care of the wraps of the pupils. Instead of using the closk



Front Corridor, First-Roor

room plan a series of individual steel lockers are placed along the walls of the side corridors on the two main floors. Two other series of steel lockers are placed on the basement floor adjacent to the gymnasium and grouped in such a manner as to serve the convenience of the boys and girls while engaged in physical training exercises and athletic sports. These lockers were furnished by The General Fireproofing Company of Youngstown, Ohio. They are well ventilated, sanitary, and with the combination locks furnish a sure protection against the loss of property on the part of pupils.

Protection Against Fire

Another of the special features that affords much satisfaction to the school authorities and to the parents of the pupils is the protection offered against danger from fire. Among the provisions for this purpose may be mentioned the following:

- 1. The boiler and fuel rooms are wholly outside the building proper and are not connected with the building by hot air pipes or flues. In these rooms there is no wood construction whatever, nor is there any inflammable material of any kind in any of the walls or partitions of the building, so that there can be no possibility of fire passing through the basement or creeping between walls or along air flues.
- 2. Every room in the building, large and small, is enclosed within brick or terra cotta walls.
- 3. Two easy and ample stairways at different points in the building extend from the sub-basement to the top story, and on the back end of each wing a large and safe outside iron fire-escape stairway reaches from the top story to the ground. These fire-escapes are reached through two ample exits from the corridors on each floor. In addition to these exits to the fire-escapes, the building has five regular outside exits so that escape is easy from any point in the building.
- 4. All steps outside the building, in the vestibules, and in the corridors, and all stairways are constructed of reinforced concrete, not a foot of wood being used in any of them. No wood is used in the building for window casings, door casings, wains-

coting, or base boards, Rockford plaster or concrete being used for all these.

- 5. All the floors in the lower story and all of the floors of the corridors throughout the building are of concrete and steel construction. In the gymnasium, assembly room, and class rooms wood floors are necessary. In the gymnasium and assembly room these floors rest on concrete and terra cotta foundations. In the class rooms the floors rest on wood joists, which in turn are supported by steel girders which divide each floor into three sections. These wood joists in turn are protected on the under side by expanded metal lath and adamant or Rockford plaster. With this construction there will be no possibility of a class room floor giving way or collapsing in case the wood of the floors should take fire, a contingency which does not seem within the range of possibility.
- 6. Except for the necessary surface floor, no wood or other inflammable material has entered into the construction of the platform or stage in the general assembly room. The walls, steps, dressing-room partitions, and the proseenium arch are all made of steel, concrete, or terra cotta.
- 7. Extending from the basement to the top story at two points of the building are standpipes in which is kept water under constant pressure and to which is attached fire hose for use on a moment's notice. A complete fire alarm system is installed throughout the building.

Class Room Plan of Study

A third feature worthy of mention is the method of accommodating the pupils during the study periods. Instead of gathering the whole body of pupils into one or more large assembly rooms, they are seated in class rooms where each is provided with a desk for study purposes. In charge of each class room is a teacher who is held responsible for her pupils in way of punctuality and regularity of attendance, and for their industry and general progress. The pupils in each room are placed in two divisions and while one division is reciting to the teacher in charge, the other division is sent out to some other department. Each class room accommodates from fifty to sixty

and in this manner the building furnishes desk and study room for one thousand pupils. This plan distributes the general management of the school and insures to each pupil a more direct and efficient supervision.

Clock and Signal System

Another special feature of the building is the clock and signal This system was installed by Mr. J. A. Buckmaster of this city and was furnished by the Hahl Automatic Clock Company of Chicago. The Master clock is placed in the general office and forty-four secondary clocks are located in the various rooms throughout the building. The Master clock is connected with the secondary clocks by means of small tubing. minute intervals the Master clock sends out a slight impulse of air which moves simultaneously all the hands on the secondary This insures exact uniformity of time throughout the The program attachment rings all the gongs of the building and furnishes signals for the carrying out of the daily program. This device can be set so as to ring gongs at any minute during the day and will give signals for an independent program on each floor or in the different departments of the build-The gongs may be made to ring during the school hours only and not during other hours of the day, Saturdays, holidays, or during vacation periods. The program arrangement is very simple, easily set, easily changed, and reliable at all times. superiority of the whole system lies in its exact time-keeping qualities, the wide range of its application in the arrangement of programs, its simplicity, durability, and reliability. The Master clock is a wonderful piece of mechanism and the program attachment is certainly the work of a genius.

Vacuum Cleaning System

Still another feature which is by no means of least importance is the vacuum method of cleaning and renovating the building. This plant was furnished by the American Air Cleaning Company of Milwaukee. In the basement are located a 10 horse-power motor and two large vacuum tanks. By means of standpipes



and detachable hose all parts of the building are reached and all dust and sweepings are carried back to the vacuum tanks. The plant has sufficient capacity to operate four brooms or cleaners at the same time. It is used for sweeping concrete floors in the corridors and the wood floors in the auditorium, gymnasium, and class rooms; for cleaning blackboards and chalk racks; and for dusting all walls, ceilings, woodwork, and furniture in the building. This method of cleaning is more economical, more thorough, and much more sanitary than the old methods of sweeping.

COST OF THE BUILDING

The building contains a cubage equaling about 1,600,000 cubic feet. The original contract price on the general construction and mechanical equipment was \$221,808. The extras will raise the cost to about \$225,000, or a little more than fourteen cents per cubic foot. The architect's fees and working equipment will make the total cost about \$250,000. This price is remarkably low, and the best judges say that for the money expended Madison has the best building in the country. This fact makes it apparent that our city has been fortunate in having on the board of education men of integrity and ability who have been willing to give to public affairs the same care and intelligence as would be expected of them in managing their private business interests.

THE WORK OF THE WOMEN AND THE PRESS

A history of the high school building project would be incomplete without mention being made of the work done by the women of the city. They were deeply interested and did intelligent and heroic work in all parts of the city during the campaign that was made in favor of a new building. Without their votes the measure would have failed at the special election, and without their aid and influence the erection of the building would have been delayed and perhaps indefinitely postponed.

Much credit is also due to the press of the city which took &

positive stand in favor of a liberal policy toward the schools. The influence which it exerted in shaping public sentiment in favor of enlaged school facilities was not small.

WORK OF THE BOARD OF EDUCATION

In bringing the high school project to a successful completion, the Board of Education rendered to the city a service, the value of which cannot be overestimated. Without compensation and without desire for personal advantage or favor, these men gave ungrudingly of their time and sacrificed their comfort and leisure. They attended all regular meetings punctually and responded promptly to all calls for special meetings. Every move was made with care and painstaking investigation marked each step. All details were looked after carefully and all bills were scrutinized closely. A quarter of a million dollars was expended without the shadow of a suspicion or the semblance of an irregularity. Such an achievement is worthy the keenest appreciation and places the members of the Board among the real benefactors of the city.

It will not be out of place to mention the names of the members of the Board who have contributed largely to the success of this enterprise. President John H. Corscot, Mayor Storm Bull. Judge Anthony Donovan, and Messrs. O. S. Norsman, E. A. Birge, J. G. O. Zehnter, William Helm, and J. P. Breitenbach constituted the Board of Education in 1901 when the first formal action in the matter of a new building was taken.

President Anthony Donovan. Mayor Joseph Schubert, and Messrs. O. S. Norsman, Frank Alford. George Kroncke, F. W. Arthur. Victor Lenher, and P. H. Schram constituted the Board during the months that brought the building to completion and secured and put in place the equipment. It will be observed that only two members. Judge Anthony Donovan and Mr. O. S. Norsman, were connected with the Board from the inception of the project to its accomplishment.

Other persons connected with the Board at various times during the progress of this building were Mayors J. W. Groves and W. D. Curtis, and Messrs. F. J. Turner. C. N. Brown, J.

T. W. Jennings, A. G. Schmedeman, Paul D. Gurnee, and F. E. Turneaure. These gentlemen were deeply interested in the work and gave efficient aid in furthering the project.

CONCLUSION.

In conclusion it can be said that the use of the building for about four months has shown it to be a success in every way. The entrances and exits are well located, stairways are ample, easy, and convenient, and all facilities are well adapted to the ends for which they are intended. The building is well lighted, well ventilated, and all available space has been economically utilized. Although the architectural style is not striking and may not at first appeal strongly to the masses, yet it is such as shows strength and dignity and will constantly grow in appreciation and favor.

It must be remembered, however, that the building is not an end in itself, but rather the means for the attainment of definite ends, and that it is only as these ends are conserved that the existence of the building finds justification. The real end must be the betterment of the community. It now remains the part of those in charge of the school to make the results in the lines of instruction commensurate with the facilities offered. Our building is a mistake unless it can be made the means of affording to the young people of the city a broader training and a higher degree of efficiency. Our school must train for the practical duties of life, and must not fail to give emphasis to the higher things that enter into character. The building in its completeness may challenge our pride and admiration, but our keenest appreciation and highest satisfaction must come from the fact that it makes possible that broad and symmetrical development that results in the highest type of manhood and womanhood.

Madison. Wis., January, 1909.



Physical Laboratory

REPORT OF PRINCIPAL OF HIGH SCHOOL

Mr. R. B. Dudgeon, Superintendent of City Schools, Madison, Wis.:

DEAR SIR—I have the honor of submitting to you my seventeenth annual report on the high school.

ENROLLMENT.

Year.	Tardiness.	Per cent of attendance.	Enrollment	
1891_1892	697	95	323	
1892_1893	472	95.5	339	
1893_1894		96.5	357	
1894_1895		95	397	
1895_1896,	351	96	417	
1896_1897	398	95	479	
1897-1898	270	96	486	
1898_1899	290	96	534	
1899_1900	372	95	578	
1900–1901	275	95	587	
1901-1902	270	96	577	
1902_1903	348	96	594	
1903-1904	380	95	597	
1904_1905	356	96	583	
1905_1906	401	96	620	
1906-1907	768	95.1	611	
1907-1908	1.464	95.7	602	

The increase in tardiness was largely due to the impossibility of keeping clocks together. The record of so many tardinesses is damaging to our reputation, but when circumstances are understood the number may not appear quite so bad. Furthermore a number of pupils are, of necessity, dependent upon street cars whose time varies enough to cause many cases of tardiness.

Another fruitful source of tardiness lies in the carelessness of parents in sending pupils on errands without giving them sufficient time to do the errand and yet reach high school at 8:30.

Our attendance decreased by 9. Some of these went to the academy rather than endure the irregularities attending our waiting for the new building.

The following table shows the attendance of boys and girls for the past sixteen years:

Vaca	GAIN.			Parm	GAIN.		Lo	88.
Year.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
1891–1892	126	197				1		
1892_1893	131 169	208	5	11) i	10		
1893_1894 1894_1895	190	192 207	38 21	15		16		
1895–1896	201	216	11	9				
1896_1897	233	246	32	30		1		
1897-1898	253	233	20	""		13		
1898_1899	262	272	9	39		1		
1899_1900	266	312	4	40	}	ì		
1900-1901	237	350	-	38	29	!		
1901_1902	221	356		6	16			
1902_1903	238	356	17	ĺ	į			
1903_1904	248	349	10		!	7		
1904_1905	272	311	24	l	1	38		
1905_1906	276	344	4	33	I	1		
1906_1907	278	333	2			11		
1907-1908	277	325			1	8		

THE PLAN FOR THE PAST TWO YEARS

Taking every thing into consideration, the results of the past two years have been much beyond our expectations.

Aside from the loss of some school spirit and an increase in tardiness, the results show an increase in per cent of attendance and the maintenance of a good average scholarship. The graduating class, having had two years of wandering, came through to their final standings with an average fully equal if not superior to several preceding classes.

As the conditions for two years have been only temporary, it is not worth while to discuss them further. Similar conditions will never again occur to high school pupils in Madison. Enough has been said to show what high school pupils can do under very discouraging surroundings. Those of us who paid most attention to results are well aware that we suffered much in the attempt to administer affairs in a way that would be of most benefit to pupils. We are duly appreciative of the efforts of pupils and teachers alike to make the most of untoward circumstances.

THE ANNUAL

The Tychoberahn, under the management of Messrs. Lamb and Bliss, was fully up to standard in quality of work. Financially it was not so successful as in former years. As the receipts and expenditures about balance each other, the picture fund will not be increased from this source. Under better chances for sale it is expected that succeeding managers will have better success financially. If, however, the publication is secured without a deficit, we shall always be satisfied.

ATHLETICS

This department has suffered somewhat by the fact that the high school has been scattered. Judged by the results of the foot ball season, the department may be criticised for failure to pardon a championship team, but from the higher point of view—that of the best interests of the high school—the year may be considered successful. From observations covering a period of years, it appears that championship depends upon the material at hand, the coach, and the amount of time that may be devoted to training. During the past season, it would be impossible to find fault with either of the first two of these factors.

If blame is to be located anywhere it must fall upon the third element. The time given to training must in some measure be regulated by the regular business of the high school. If studies could be dispensed with chances for championship would be vastly increased. As long, however, as studies occupy first place, the time for athletics must necessarily be shortened.

The treasury was left in a good condition for the next year.

Except in a few instances participants in athletic exercises are coming to regard athletics material not as belonging to them individually but to the high school.

A surplus in the treasury has ceased to be the cause of any undue anxiety.

INTERSCHOLASTIC MEET

Our place in this meet is comparatively unimportant. It seems very natural to try to excuse shortcomings in any direction. The best reason thus far given seems to be in the fact that our boys are unable to get very near to first place. No adequate explanation is at hand for failure in this particular. It seems reasonable to suppose that with

neither athletic field nor gymnasium our chances must remain as at present. The new building with its gymnasium promises to remove one excuse. If this adds to our success, we may assume that an athletic field would do something more for us and increase our chances in the meet.

It is to be hoped that in the not very distant future more boys of the high school will take part in athletics—not for the sake of entering contests with outside teams but just for the training it gives to the individual. Contests among the classes of the high school should be almost enough for the average boy.

Participation in the Interscholastic meet has never been discouraged. On the other hand much has been said in the effort to get more to enter it. Although not beyond criticism, the influence of the meet is highly beneficial.

LITERARY SOCIETIES

The success of the literary societies has been hindered in common with most other interests by our unsettled condition. Some advance has been made in the assignment of teachers to the definite charge of the literary societies. Teachers are present not in a critical spirit but in a helpful one. It is hoped that such supervision will, in a short time, remove some objectionable features from the meetings. When it becomes understood that the literary society stands for progress in its work rather than for a good time, we may reasonably look for better results in debate and in all public performances.

An effort has been made to impress upon members of the literary societies the fact that their organization and continued existence calls not only for a recognition by their members of the essential things for which they have been organized, but also an assumption of responsibility for the care of the building and the reputation of the society. For a time, comment was made upon outside interference but the fact seems to be that the most serious difficulty has arisen from members themselves who have no conception either of obligation or of their own best interests.

One of the serious results of the attempt at debates lies in the cultivation of a habit of "bluffing" or talking against time. It arises from a lack of preparation and an overestimate of powers. Extemporaneous speaking may have a place in the work of the society but should not constitute the regular program. The talking habit shows itself in the recitation room when a literary society member assumes that the requisite number of words may make up for an enormous lack of thought

and preparation. The ability to talk well upon all subjects at a moment's notice is not apt to be fortunate possession of the average boy under 18 years of age.

There is no doubt of the good being done by the literary societies. The chief regret about them lies in the fact that the benefits are shared by too small a number. Membership should be increased and programs carried out—not simply arranged and posted. Loyalty to the society should be cultivated to the degree of making it impossible to fail to appear for a definite performance. The imposition of a fine, with rare chances for its collection, can scarcely secure regularity in preparation or performance.

The Nautilus Club has maintained its usual high standard of efficiency and seems not to have been much affected by adverse conditions. Its members seem to have caught the spirit of earnestness so essential in all endeavor.

The Philomathian society has been organized for the accommodation of an additional number of girls. In no sense is it to be considered a rival of the Nautilus club. Among such a large number of girls, there is abundant room for another society. In fact it is a necessity. The hold it has already taken upon the young people proves the wisdom of its organization.

PUBLIC EXERCISES

Commencement. Friday, June 12, 1908

Program

Music—Danse de Cupid.
Prayer Rev. E. J. Baskerviile
*Salutatory Rae Floyd Bell
Music-Overture-"The Cavalier"-Rollinson.
Address—"The Pioneer Spirit" Rev. A. A. Ewing
Music—"Castane Waltzes"—Odell.
*Valedictory Lorna Doone Bagley
Presentation of Diplomas Judge Anthony Donovan
President of Board of Education
Benediction Rev. E. J. Baskerville
Music—March—Selected.

GRADUATES 1908

Lorna Doone Bagley Grace Baskerville Albert Beecroft Max Reginald Lange Abe Mortimer Levitan Esther Levitan

^{*} Chosen by class.

Madison Public Schools

Rae Floyd Ball Ida Berthina Benson Hugh Porter Bliss Alice Catherine Boyle Alice Brabant Alfred Buser Hazel Lyle Carville Florence Alice Chamberlain Ewart Cleveland William George Collman Leta Ione Cooper Homer Critton Frank Aloysius Daley Agnes Hopkins Davis Edith May Deming Matilda Marie Diederick Mable Genevieve Diment Helen Margaret Duerr Mary Ely Thomas Joseph Farley William Louis Fehlandt Isabelle Caroline Fleckenstein Mary Estelle Ford Aaron August Carl Froelich Asa Biehl Groves Harry Leroy Geissler Raymond Gilbert Hall Frances Hessman Lulu Heyl Hilda Frances Hilgendorf Leslie Jacob Housel Hattie Elizabeth Hoyer Thomas Ralph Hutson Fred Julius Huegel Thora Jacobson Ralph Simons King Jeannette Louise Knudson Stella Marguerite Kragh Francis Stewart Lamb

Lillian Bertha Lucas Agnes Catherine Maher Margaret Elline Maw Frances Cora Minch Adeline Rosalie Mittenthal Cora Elizabeth Moehlman Roy Lyall Morgan Dana Gardner Munro Frank Nickerson Carl Magnus Nelson Anna Gertrude O'Keefe Leslie Latham Oldham Isabel Parsons Vena May Pierson Earl Arthur Polley Minnie Henrietta Pope Philip Howe Porter Jessie Post Montgomery James Power Adolph William Quast Otto August Reinking Florence Elizabeth Rimsnider Miriam Josephine Robinson Leo Peter Schleck Martin Peter Schneider Lucile Claire Simon Irene Valanche Starks Arthur Lewis Steen Gladys Sutherland Mabel Beatrice Swerig Hazel Belle Thomas Frances Anna Tormey Marie Herfurth Vaas Anna Margaret Vick Georgia Louise Wass Leona Marie Wehner Alma Elizabeth Weise Edward Nelson Whitney Walter Wescott Whomes Eva Valetta Wilcox

In this class there are over 60 graduates who expect to enter the University. Considering this large number, it seems reasonable that one course of study should prepare for entrance to the University.

Principal's Report

This does not imply the least neglect of those who take up other lines of work. Those most familiar with high school conditions understand that attention is never concentrated upon any one section or group of pupils to the neglect of others. It is assumed that all pupils pursuing studies in the high school are entitled to equal attention irrespective of their ability or desire to take a college course. If there be an excess of attention anywhere it is to those whose progress is slow and whose aim is to get as much as possible out of the high school course. Respectfully submitted,

J. H. Hutchison, Principal.



REPORT OF SUPERVISOR OF DRAWING

To Mr. R. B. Dudgeon, City Superintendent of Schools, Madison, Wis.: DEAR SIR: I hereby submit my eleventh annual report.

The same general outline has been followed as last year, although changes have been made in some phases of the work.

In seventh and eighth grades the design work which usually comes in the spring term was transferred to the fall term, so that the decorative forms discovered in the study of plants could be used as stencil patterns on Christmas gifts, such as work bags, sofa pillow covers, and table covers.

Elementary book binding was introduced into the fifth and sixth grades in the making of folios from art vellum, binder's cloth and pasteboard. Although a little more expensive, these folios are much more serviceable and satisfactory than the paper ones used before.

I recommend that the heretofore omitted numbers of the Prang Text Books of Art Education be introduced in this way:—

Text book number one is to be used by first grade teachers; text book number two by second grade teachers; text book number three by third grade pupils; text book number four by fourth grade pupils; text book number five by fifth grade pupils; text book number six by sixth grade pupils; book number seven by seventh and eight grade pupils.

If it is necessary for third and fourth grades to work together, book number four should be used; if fifth and sixth work together, book number six should be used.

It is to be hoped that the completion of the High School will furnish larger opportunities along the art lines.

In the past drawing has been required in the first year but beyond this no provision has been made.

That it is desirable to make the work optional for all pupils beyond the first year, is apparent when forty first year pupils express a wish to continue.

The efforts of the Public School Art Association the past year have

been directed toward a study and appreciation of works of art already in our schools, rather than to the raising of money and the purchase of new pieces.

Five most interesting and instructive lectures were given to which all teachers and members of the Association were invited.

I have found great pleasure in supplementing this work by informal talks on works of art with the children in thirty-five rooms.

In most of the schools, booklets of information concerning pictures and casts have been prepared for each room. The covers were designed by pupils of the eighth grades. The selection was first made by the committee of each ward and finally by the directors of the Association.

Those accepted are by the following pupils:

Washington School:—Catherine Brandenburg, Warren Weaver, Edmund Alford.

Lincoln School:—Marion Conover, Stella Loshek, Margaret Fay, Lillian Brown, Vera Kayser.

Doty School:-Arthur Kittelson.

Draper School:-Payton McGilvary, Gertrude Engler.

Marquette School:-Lillian Ehlert, Philip Scoville.

Irving School:-Raymond Walker (Fifth Grade).

Lapham School:—Marie Harbort, Raymond Hogan, Robert Jones, Walter Joachim, Maria Lutt, Vera Salzwedel.

Hawthorne School:-Walter Kindschi.

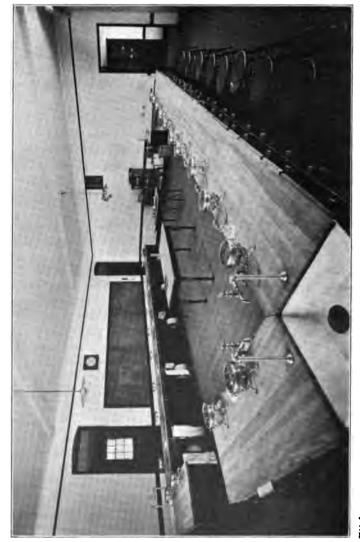
Randall School:—Louis Schmidt (Sixth Grade), Robert Montgomery (Sixth Grade).

In closing I wish to say that whatever of achievement there has been in my work is largely due to the conscientious co-operation of teachers.

I wish to thank you and Board of Education for your continued support.

Respectfully submitted,

IDA M. CRAVATH.



Kitchen

REPORT OF SUPERVISOR OF DOMESTIC ART.

To Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wisconsin:

Dear Sir: Hereby is submitted my third annual report.

Work in this department opened September eighth and closed June seventh, the same general program of the previous years being followed, except in a few minor details. All cooking classes and some few sewing classes reported at the Irving School. Other sewing classes were conducted in the regular school rooms.

Manual Training and Domestic Art were introduced into the sixth grade of the Washington School and into the fifth and the sixth grades of the Irving School. In these two instances, this was made possible because both schools are Manual Training Centers. The interest manifested by the pupils and the work accomplished in these grades were most satisfactory, and we hope that ways and means may be found whereby these subjects may be introduced into all the fifth and sixth grades next year.

During the winter term, special classes in crocheting were organized in the various seventh grades. Considerable work was done in these classes outside of the regular school periods.

During the first week in June the Domestic Art and Science department was granted the privilege of having a display of work in the large show window of Burdick and Murray. This was greatly appreciated by the pupils and teachers, and we extend thanks for the courtesy received. The exhibit though small attracted considerable attention.

The results of the year's work are very gratifying, both as to interest shown and the amount accomplished.

In closing, allow me to thank you, the teachers, and the Board of Education for their hearty co-operation.

Respectfully,

ELIZABETH C. LANGE.



Mechanical Drawing

REPORT OF SUPERVISOR OF MUSIC

Mr. R. B. Dudgeon:

DEAR SIE: I hereby submit my first report of the work in music.

I began the work in your schools the second week of February, succeeding Miss Hannah Cundiff at that time. A change of teachers in the midst of the year's work always necessitates more or less difficulty, but I am hoping that in spite of this fact much has been accomplished in the past four months. The principals and teachers throughout the city schools have seemed to appreciate the situation and have been untiring in their efforts to make the work all that it should be. I am most grateful to them for their hearty coöperation and support.

I found the work in music in excellent shape and it has been my aim to carry out the same general principles which have governed the work of the past few years.

Special stress has been put upon the work with monotones in the First and Second grades, and most remarkable and gratifying results have been accomplished in a great many cases. We have worked to give the children in the Second and Third grades much independent ability in the early stages of sight reading. To acquire this result nearly all of the singing has been done individually. The pupils in a class are required to point to every note while the individual is singing his exercise, and while this seems to be a slow and somewhat tedious process, one is rewarded for his patient efforts by the efficiency gained in this way. Special stress has been put upon tone quality and in most cases the singing is soft and sweet.

Much attention has been given accurateness of pitch, but a still more strenuous effort must be made along this line next year. The phrasing of songs both in the lower and upper grades has been carefully watched. In the seventh and eighth grades we have made an effort toward sustaining our tones to better advantage which has lead to deeper breathing and better control of breath.

We have striven to add to the pupils' appreciation of classical music and to lend an added stimulus to their interest in the music by taking

Madison Public Schools

up the lives of the composers—Schumann and Mendelssohn. The seventh and eighth grades combined in this work and two programs were given. The children were all asked to look up some fact in the biographies of each of these men and some pupil was chosen to give the school a connected account of the life of each. Their music book contain songs by both Mendelssohn and Schumann, so these were learned and sung by the classes. When the Schumann program was given I took my violin with me and played his "Traumene" for the children. At their Mendelssohn program I played one of his "Songs Without Words" and the "Nocturne" from "The Midsummer-Night's Dream."

We have endeavored to keep the course of study as well balanced as possible and to use the best means to bring about effective results, There always remains much room for improvement and let us hope for still better things in the future.

Yours respectfully.

MARION F. VOSBURGH.



Tonney Park

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Physical Lecture Room

REPORT OF SUPERVISOR OF MANUAL TRAINING

To Mr. R. B. Dudgeon, City Superintendent of Schools, Madison, Wis.:

DEAR SIR: I hereby submit my second annual report, the fourth of the series for the department of manual training.

During the past year bench work was given to the seventh and eighth grade boys, and mechanical drawing to the first year high school boys. Besides this, two sixth grade classes, those of the Irving and Washington buildings where the shops are located, were given work in knife sloyd. The purpose in taking these two classes was to prove the value of this work, and to test the feasibility of giving it to all the sixth grades in the city. The results were very satisfactory, and it only remains for the board to make provisions for handling the work.

The work in weaving, basketry, clay-modeling, etc., in the lower grades, which work really falls under the heading of Manual Training, has been carried on by the regular grade teachers. In the woodworking courses, series of models are arranged for each grade, each model being a useful object, usually for the home, and each so designed that its execution introduces either a new tool or a new exercise in the use of tools already familiar to the pupil.

The courses of models follow: Seventh Grade: (1) Sawing exercise, (2) Puzzle board, (3) Bill file, (4) Bread board, (5) Scouring board, (6) Coat hanger, (7) A piece of Toy Mission furniture, viz., Rocker, Settee, Table, or Morris chair.

Eighth Grade: (1) Sandpaper block, (2) Book rack (original designing), (3) Pen tray, (4) Hatchet handle, (5) Knife and fork box, (6) Picture frame, and (7) Choice of some small piece of furniture, as a taboret, foot stool, small chair, or plate rail (see plate), depending largely upon the ability of the pupil. Supplementary work is given those who work fastest, in order to maintain the unity of the class. Enough mechanical drawing is given in connection with the bench work to enable the pupils to read simple working drawings intelligibly. Frequent short talks and discussions are given on such

subjects as, Care and use of equipment; Tools, how to use and sharpen them; Kinds of wood and to what uses suitable; Design of models, etc.

The classes in bench work are given one seventy-five minute period per week.

During the week of June 7th an exhibit of the manual training work was arranged in the show window of Blied and Schneider's hardware store, where it attracted the attention of a great many people and showed to them some of the possibilities which this department affords.

Two hundred sixty-eight seventh and eighth grade and fifty-seven sixth grade pupils took the work. The cost of materials per pupil was thirty-eight cents in the seventh and eighth grades and eleven cents in the sixth.

I would suggest that as soon as practicable, a new shop be established to accommodate pupils in the western end of the city, as the one in the Washington building which now accommodates about twothirds of the classes is for many reasons unfit for use.

High School Mechanical Drawing.

The aim in this work is to familiarize the pupil with mechanical drawing tools, to give a knowledge of projection and the making of working drawings, and to develop habits of accuracy and neatness along mechanical lines. The series of sheets follow:

(1) Horizontal and vertical, full and dotted lines. (2) Various kinds of lines at 45°. (3) Concentric circles, full lines. (4) Concentric circles, broken lines. (5) Tangent lines and semicircles. (6) Tangent lines and arcs, less than semicircles. (7) Tangent circles. (8) Practice with irregular curve. (9) Ellipse, trammel method. (10) Prisms and pyramids, (First sheet in projection). (11) Prisms and pyramids. (12) Parallel sections. (13) Oblique sections. (14) Development of hexagonal prism. (15) Development of square prism and cone, truncated hexagonal pyramid, truncated cylinder, flaring pan, and octagonal shaft fitting over the ridge of a roof.

The absence of a special room made it difficult to accomplish the best of results, but on the whole the work was very satisfactory.

I insert here a brief statement of the cost of this work in the grades for the year.

Lumber and	material	 \$88 05
Incidentals		 18 97
Total		 SO 7012



Biological Laboratory

REPORT OF CITIZENS' VISITING COMMITTEES

REPORT OF COMMITTEE ON HIGH SCHOOL

To the Board of Education, Madison, Wis.:

Gentlemen: The citizens' visiting committee begs leave to submit the following report of its examination of the Madison high school for the year 1907-08.

In order to facilitate the work of inspection, the committee as usual was divided into a number of sub-committees, each of which examined the teaching of one subject or group of allied subjects, or considered one of the several activities of the school. Each of these sub-committees formulated a report with recommendations, which are submitted in this report, following the general statement of the condition of the school.

GENERAL CONDITIONS

Although the effects of the disorganization resulting upon the occupation of temporary quarters during the completion of the new building were more evident than in the preceding year, the general discipline and spirit of the school were satisfactory. No comment is necessary on the temporary quarters or the physical conditions which they involved.

The teaching, on the whole, was found to be satisfactory. Careful inspection by the several sub-committees showed that the work of many of the teachers was excellent; that that of a number of others was good; and that the teaching of a few was mediocre. The criticism on the less satisfactory teaching was that it was formal, perfunctory, and without the amount of enthusiasm and energy necessary to arouse and interest the pupils. As a detailed report on the work of each teacher was made to the high school committee of your board by the chairman of the citizens' committee before the teachers were reappointed last spring, no further report is necessary at this time.

Madison Public Schools

SALARIES OF TEACHERS

The sub-committee on salaries of teachers reports that it is evident that the salaries in the Madison high school are too low, especially as Madison is one of the most expensive cities in Wisconsin in which to live. Teachers who have lived both in Milwaukee and Madison have told the committee that they found the cost of living almost one-third less in Milwaukee than in Madison, while the average salary paid Milwaukee high school teachers is nearly fifty per cent higher than the average in the Madison high school. The following report on the average salary for assistants in the high schools of other cities of the state as submitted to the high school committee of your board last spring before the salaries were fixed for the year 1908-09, indicates clearly the relation of the salaries of the Madison high school to those paid by other cities of the state.

AVERAGE SALARIES FOR HIGH SCHOOL ASSISTANTS

Milwaukee,	East I	Div.	(1906-7)				 \$1,111	36
	North	Div.	,,	,			 1,085	00
	West I	Div.	"				 1,070	00
	South 3	Div.	**			• • • • •	 1,050	00
Superior,	Dewey		**				 900	00
	Blaine		**		. .		 837	00
Kenosha,		(1907-08)				 843	00
Racine,		((1906–07)		<i>.</i>		 832	00
Sheboygan,		(1907-08)				 822	00
Janesville,		((1907–08)				 814	00
Oshkosh,		(1906-07)				 808	00
La Crosse,		(1906-07)				 791	00
Madison	•		1906-07)				 777	00
Madison,		(1907-08)				 795	00
Menomonie,		((1906-07)				 778	00
Manitowoc,	North	Side	. "	• • • • •			 775	00

The committee suggests that a more adequate recognition of services, in the way of salary, might do much to stimulate enthusiasm and ambition on the part of teachers, and certainly would make keener the competition of teachers to secure places in the Madison high school.

It is further recommended that the classification of teachers in each department be made on the basis of the character of the teaching.

Although it is generally agreed that the salary of the teacher should

be determined by his ability to give effective instruction, at the present time some of the excellent, good, and mediocre teachers are receiving practically the same remuneration.

In some departments, the committees reported that the appointment of a strong and effective male teacher with an adequate salary to take charge of the organization and direction of the department would add materially to the efficiency of the teaching.

LABORATORY WORK IN SCIENCES

In two of the sciences, physiology and physical geography, the committee recommends that the laboratory work be developed, in order to make the presentation of these subjects more effective.

It is generally admitted, the sub-committee on physiology points out, that, as a natural science, physiology cannot be at all adequately taught unless class room study is supplemented by laboratory work. Without the use of the laboratory method, the teaching of physiology becomes a mere memorizing of difficult names and imperfectly understood principles. Since no demonstrations on either dead or living animals are permitted in the Madison high school, the subject of physiology, the sub-committee reports, is necessarily ill-understood and inadequately presented.

The sub-committee on physical geography recommends that the time devoted to that subject be extended to one year, and that systematic laboratory work be given in this subject as is now being done in the better schools throughout the country.

PHYSICAL TRAINING AND ATHLETICS

The gymnasium in the new high school building makes necessary adequate provision for physical training both for the boys and the girls. It also makes possible the development of indoor and outdoor athletics on a more rational basis. Experience elsewhere in large high schools has shown that it is desirable to have competent persons to take charge of the work in physical training and to make it a part of the regular school exercises. The committee therefore recommends that physical training be required of all high school pupils, both the boys and the girls, throughout the four years of the course; that a director of physical training and athletics for boys be appointed to give instruction in gymnastics and to direct and coach indoor and outdoor athletics; and that a woman be appointed to take charge of physical training and athletics for girls. Physical examinations and the prescribing of corrective exercises to remedy defective physical development should be an important part of the work of these directors.

DRAWING AND ART WORK

The sub-committee on drawing and art work recommend that the room reserved for the study of art be appropriately furnished with good photographs, studies in plaster, and other reproductions necessary for successful teaching of the subject. In addition to the drawing as taught at present in the first year, the committee suggests that elective courses in design, historic ornament, cast drawing, and still life be offered for the more advanced pupils desiring to continue the work. If advanced art work is to be undertaken in the high school, the committee recommends the appointment of a special teacher, since one person can scarcely do justice to all the work in the grades and conduct large high school classes in addition.

The committee especially recommends the grading of the pupils in the classes in first year drawing. Those entering the high school from the Madison schools have had several years of excellent art training. To place these pupils in the same classes with the children who have not been similarly taught is a disadvantage to each, and complicates the teaching of the subject. Careful grading of the pupils, therefore, is strongly recommended.

SOCIAL ACTIVITIES

The sub-committee that considered the social life and activities of the school recommend that high school parties be held in the gymnasium rather than in public dancing halls; that such parties close at 11 o'clock; and that in addition to the large parties, the gymnasium be open at certain times for short periods for informal dancing. It is suggested that an earnest request be made to parents to coöperate with the high school authorities in the effort to enforce the regulations relating to parties and other social activities.

It is further urged that it is the duty of the high school authorities to encourage other activities which make for the healthiest social life. It is at the high school age, if ever, that the students begin to realize the ideal of education, which is, in the words of the president of Princeton University. "to make the intellectual and social life interpenetrate." To this end it is suggested that the plan already adopted by the German department of organizing clubs in close connection with the course of study, be extended. In connection with classes in history, in English, in Latin and Greek, as well as in modern languages, such organizations ought to be profitable and enjoyable, with a double object of having plays, readings, debates, etc., bearing on the work, and of indulging in a good time socially. It is the opinion of the committee that these organizations should be arranged so that every student be included in at least one club; that these clubs

meet in the afternoon; and that for this and other reasons, a short noon recess and a correspondingly early hour for closing be adopted. Ability in organizing and directing these social activities ought to be regarded as a special qualification for teachers, and the amount of time and effort which they devote to directing this work should be considered in determining the amount of teaching required of them. It is the opinion of the committee that there ought to be enough activities provided for in the gymnasium and by clubs, musical organizations, etc., to prevent the students from seeking amusement and recreation in undesirable public places.

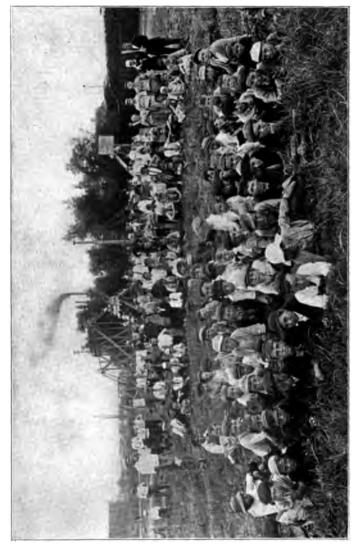
REPORTS OF PUPILS' WORK

The plan in most high schools, large and small, of informing parents of the character of their children's work at frequent intervals by means of report cards, should be adopted by the Madison high school. The present plan of reporting the work to the parent only when it is poor is unsatisfactory and productive of frequent complaints by parents. If the parents are informed every month or six weeks by means of numerical grades of the exact character of their children's work in every subject, they are frequently able to assist and encourage pupils to improve the work as a whole or in particular subjects where improvement is evidently needed. If the parents, as at present, are not notified until the work has reached an unsatisfactory stage, it is frequently difficult to bring about the necessary improvement. Experience in large high schools has demonstrated that a simple scheme of monthly reports by which the pupil secures the parent's signature to the report card before returning it, insures the parent's knowing the character of the child's work without any appreciable increase in effort on the part of either the teachers or principal.

REPORT OF VISITING COMMITTEES

Experience on the citizens' visiting committee for several years has demonstrated that if the work of the committee is to have any effect, the results of its inspection and its recommendations should be presented to the board of education before the close of the year during which the inspection is made, in order that the members of the board may have an opportunity to know of these recommendations before making plans and appointing teachers for the following year. This committee therefore recommends that hereafter copies of the recommendations of the citizens' visiting committee be sent by the superintendent of schools to each member of the board of education, not later than May 1 of the year for which the committee was appointed.

(Signed)



Rummer Play-ground

REPORT OF COMMITTEE FOR GRAMMAR GRADES

Prof. R. B. Dudgeon, Supt. of City Schools, Madison, Wis.:

DEAR SIR: The Citizens' Visiting Committee for the grammar grades begs leave to submit the following report:

We were well pleased with the work being done by the children in the grammar grades. The teachers are very earnest and conscientious in their work and are certainly to be praised for their efforts to keep the children up to the prescribed standard.

The work in music and drawing is very good.

We find that in all schools the children are very greatly interested in their work in sewing, cooking, and manual training. They seem to be eager for these classes.

In some of the schools we find very heavy grades and a somewhat overcrowded condition. Teachers, especially in 7th and 8th grades, cannot do justice to themselves or the children under these conditions. It would seem advisable that in such schools some relief should be provided; possibly an assistant in each such building would help matters greatly. We hope that some time each principal may be given an assistant in her own building.

We note with pleasure the steady and general improvement in the interior of the school rooms, and trust that this will continue.

Fire drills are held quite regularly; all doors open outward. We find that at times the janitors are somewhat lax in so far as some doors are not always unlocked.

The subjects of heating, ventilation, and sanitation are, of course, very important ones in our public schools and too much stress cannot be laid upon these matters.

Respectfully submitted,

MARION J. RICHTER,
LOUISE K. PARKE,
EMMA P. KENTZLER,
MRS. H. C. DANIELSON,
JENNIE M. STACY,
IDA E. HART,
MRS. E. L. MYRLAND,
LOUISE G. SHEPHERD,
KATE R. SCHMEDEMAN.

REPORT OF VISITING COMMITTEE FOR PRIMARY GRADES

To the Board of Education, Madison, Wisconsin:

Gentlemen: The Citizens' Visiting Committee for Primary Grades has endeavored to perform its work thoroughly, and herewith submits its report of these grades for the year 1907-08.

While the committee found in this work of visitation much worthy of heartiest approval, there are lines along which members of the committee feel that improvement might be made, and candidly offer their suggestions.

The primary teacher will do well to remember that her work should consist, not so much in correcting children, as in the constant and proper direction of their activities. If this be the teacher's chief thought, and the teacher herself possesses the right personality, she will have few errors to correct, and little trouble in the matter of discipline. While the committee found that the teachers, for the most part, seemed genuinely interested in the welfare of their pupils, one or two teachers have been criticised as being too mechanical, unnecessarily severe, and lacking the personality desirable in a primary teacher.

It is with pleasure that we note the quite general interest that primary teachers and children are taking in the beautifying of their rooms with plants and well chosen works of art. This is as it should be, for in no other stage of development is the pupil so susceptible to environment as in the primary grade period. Proper surroundings at this age have much to do with the alertness and responsiveness of the child. The work of the Public School Art Association, which has general charge of the proper decoration of our school rooms, is especially gratifying, and we trust that, in its future efforts, it will be particularly thoughtful for the needs of those in the lower grades.

The school rooms were found to be almost uniformly, and, upon the whole, satisfactorily cared for in the matter of cleanliness. It is urged that janitors, for sanitary reasons, be instructed to wash thoroughly each day all drinking cups and bowls at the fountains, and that the same be kept in a more presentable condition by the prompt removal of

all stains and discoloration. Janitors, when necessary, should be instructed in the proper use of chemicals for such purpose. The custom of children bringing their own drinking cups, which prevails in some buildings, should be encouraged.

It is universally agreed that play and recreation are necessary to the full and proper development of the child, and schools not providing ample grounds for such are not subserving their full purpose. Children should not be obliged to endanger their lives by being crowded into the streets for the needed playgrounds. It is suggested that options be secured as soon as possible upon territory adjacent to the schools unprovided with sufficient playgrounds for the purpose of the enlargement of these grounds. The need of this is particularly manifest in the case of the Washington school.

Too much care cannot be taken with regard to the proper lighting of school rooms. The defect in this particular is especially noticeable in the first grade room of the Draper school, and we feel that there is nothing to which the School Board should give more prompt attention than to the proper lighting of this room. In one or two instances the tint of the walls is such as to impair the light. This error should be remedied as soon as possible. We are pleased to note that teachers were usually thoughtful about the proper adjustment of shades and blinds.

The seats in the first grade room of the Draper school are reported as being too high for many of the children, thus giving much discomfort. We feel that this matter should be thoroughly investigated, and satisfaction at once given to the patrons of this school.

In some of the buildings the system of ventilation is inadequate for the proper supply of fresh air. We earnestly urge, as has been done by previous committees, that one storm window be so adjusted that it may be easily opened, and that teachers take the precaution necessary for a change of air during intermissions.

Several of the committee unite with the teachers in the opinion that the number work required of the children of the third grade demands a a degree of reasoning beyond the ability of the average child of this grade to perform successfully. A careful comparison of the work required by the text book used in the third grade of our schools with the number work required in the third grade of other schools of high standing tend to confirm this opinion. The strongest arguments, however, against the use of the book are the psychological facts that no two minds develop with uniform rapidity, that the reasoning faculties are among the last to develop, and that they have developed but little in the case of the average child of the third grade. In all grade work this for

the average child that regard must be had. To give ample time for development is to insure riper scholarship in the end, while to surcharge the growing faculties of a child is to do irreparable harm. In view of these facts some of the committee earnestly inquire whether it would not be better to fall below the limit of possibility in the case of a few children than to run the risk of over-taxing the reasoning powers of a single child.

The committee unanimously concur in the belief that the teachers of our schools are insufficiently paid, and heartily indorse the appeals that the Superintendent of our schools has made from time to time for a greater proportion of the city's revenue for the payment of teachers. It is especially important that the best of teachers be secured for our primary grades, as it is in these grades that foundation work is done.

That teacher is the best primary teacher, who, in addition to the needful technical preparation for her work, possesses the personality worthy
of imitation, and which is a constant, strong, and positive force for all
that we could wish the children to become. This is because the imitative faculties are in the lead during the age of the primary pupil, and
he unconsciously imbibes, to a marked degree, the character and spirit
of the teacher.

It is a cause of regret to the committee and other patrons of our schools that superior primary teachers have been lost from our ranks because of insufficient salary, and it is hoped and urged that the Board of Education will continue their appeals for a larger share of the city revenue until they are able to secure for our schools, and retain in them, the best teachers available.

Respectfully yours.

F. IRENE COLLYER,
LILLIAN HEALD KAHLENBERG,
AGNES SMITH GALPIN,
ETTA M. HIPPLE,
ANNA B. KROPF,
AGNES L. DUDLEY,
ANNA M. OLSON,
EMMA J. ELLIS,
MARY O'NEIL,
FLORA ELIZABETH SAMMIS,
MARGARET CONKLIN,
ADA B. RHODES,
FRANCES G. MILLER.





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